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ABSTRACT

Intended to stimulate growth and activity in the academic section of the state library association, the eight papers in this collection address concerns of professional recognition and development, library services, collection maintenance, library instruction, and library automation, offering advice based on a variety of experiences and providing guidelines for practical action. Included are "How Participants Can Ensure the Success of a Meeting" by Karen L. Sampson, "Staff Development Programs: A Practical Approach to Implementation in Your Library" by Brian Striman, "The Penultimate Users' Guide: A Competency-Based 'Packet' System as Applied to Integration of Guides-to-the-Literature into the Curriculum" by Peggy Brooks Smith, "Videotape as an Aid to Bibliographic Instruction" by Janet Key and Thomas A. Tollman, "Collective Bargaining in Midwest Libraries" by Bob Carmack and John Olsgaard, "A Collection Analysis and Deselection Program at the University of Nebraska at Omaha University Library" by John Reidelbach, "Applications of Microcomputers in Academic Libraries and Media Centers" (abstract only) by Ronald D. Johnson and DeForest Nesmith, and "Determining Preferences for Library Services" by Jack L. Middendorf. A directory of contributors is included. (RAA)

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"GOALS FOR THE EIGHTIES"

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PROCEEDINGS

From The

1981 SPRING MEETING

Of The

NEBRASKA LIBRARY ASSOCIATION

COLLEGE AND UNIVERSITY SECTION

Held At

WAYNE STATE COLLEGE

WAYNE, NEBRASKA

APRIL 23, 1981

KAREN KOZAK, EDITOR

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INTRODUCTION

The general format for the 1981 Spring Meeting of the Nebraska Library Association, College and University Section, reflects the influence of the First ACRL Conference, held in Boston in 1978. The mix of contributed papers and informal workshops(not covered in the Proceedings) was intended to offer variety and a maximum of choices. The manuscripts from the Contributed Paper Sessions are preserved in this collection.

The College and University Section's Executive Board wanted to stimulate professional growth and activity within the state and the region, and to take advantage of Midwestern expertise. The quality of response from both presenters and participants showed that such ability exists.

Many thanks are due the contributors for their willing assistance in supplying their papers, and it is hoped that any suggestions and/or corrections will be forwarded to the Editor.

Karen Kozak, Secretary
Nebraska Library Association,
College and University Section

May 28, 1981

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PAPER AND WORKSHOP CONTRIBUTORS

Bob Carmack, Dean of Library Services
I.D. Weeks Library
University of South Dakota
Vermillion, S.D. 57069

Ronald D. Johnson, Director
C.A. Dana-Life Library
Dana College
Blair, NE 68008

Janet Key
Instructor, Reference
University of Nebraska at Omaha
Omaha, NE 68182

Jack L. Middendorf, Director
U.S. Conn Library
Wayne State College
Wayne, NE 68787

DeForest Nesmith
Associate Librarian/A-V Director
Union College Library
Lincoln, NE 68506

John Olsgaard
Documents Librarian/Archivist
I.D. Weeks Library
University of South Dakota
Vermillion, S.D. 57069

John Reidelbach
Acquisitions Chairperson
University of Nebraska at Omaha
Omaha, NE 68182

Karen L. Sampson
Assistant to the Director
University of Nebraska at Omaha
Omaha, NE 68182

Peggy Brooks Smith, Director
Perkins Library
Doane College
Crete, NE 68333

Brian Striman
Catalog Librarian
Klutznick Law Library
Creighton University
2133 California St.
Omaha, NE 68178

Thomas A. Tollman
Reference Chairperson
University of Nebraska at Omaha
Omaha, NE 68182

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HOW PARTICIPANTS CAN ENSURE THE SUCCESS OF A MEETING

by
Karen L. Sampson

ABSTRACT AND INTRODUCTION

No matter how large or small the group, and no matter who is assigned specific roles, all participants in a meeting share the responsibility for the meeting's success. While a meeting leader and recorder have special responsibilities, each member shares the fundamental responsibility for making a group work effectively. Upon realizing this, group members can become more interested in meetings and feel more encouragement to participate and contribute. A meeting is called after someone determines that a meeting is necessary to get a result which cannot be achieved in any other way. The effective meeting often has as much time invested in the planning, informing, and preparation stages as in the meeting itself. These stages include decisions such as what, who, when, where, and how. Additional principles of effective meetings are applicable to the beginning, middle, and end stages of a meeting. Activities after a meeting can further ensure its success. By becoming familiar with the principles of effective meetings and the responsibilities of all participants for a meetings's success, an individual and a group can work more comfortably towards the goal of more effective meetings.

BEFORE THE MEETING

Determine the need. A meeting is necessary to get a result which cannot be achieved in any other way. It must be greater than the sum of its parts. Identification of the need for a meeting can come from anyone. Usually the meeting leader takes the ball from this point, through the determination of basic objectives in outline form, to at least the planning stage of the meeting.

YOU DON'T NEED A MEETING IF....

- a phone call, conference call, or memo will do
- one or more key persons are not available
- there is inadequate data or insufficient preparation
- outside factors make it a waste of time
- the cost is too high given the purpose and desired outcomes
- a decision has already been made or could be made without the need for group action
- agenda items can be consolidated with those of another meeting
- confidential information cannot be shared with some group members
- there is too much group hositility for people to work collaboratively

A meeting may be for one of the following purposes, or it may have a combination of two or more purposes.

PURPOSES OF MEETINGS

- TASK-ORIENTED (to work on a specific item from beginning to end; to create something with a group mind)
- PROBLEM-ORIENTED (to discover, define, analyze a situation to be changed and to create alternatives and develop criteria for evaluation and decision-making)
- DECISION-MAKING (to gather information and opinions to reach a decision by consensus, vote, or to provide information for manager's decision)
- PLANNING (to generate and sort out actions for future, or problem-solve for future; to determine how to implement a decision)
- OPERATIONAL (to provide instructions, direction, coordination)
- REACTION/EVALUATION (to provide feedback in any direction)
- REPORTING (to provide necessary information in any direction)
- TRAINING (to increase knowledge and skills)
- MOTIVATION (to improve morale or sell ideas)

(The above are listed in order of their potential for high productivity)

Plan. Careful planning is vital to a successful meeting. More often than not, a successful meeting has as much time spent in its planning, informing, and preparation stages as in the meeting itself. The meeting leader determines the WHAT, HOW, and WHO based on the WHY of the meeting. The WHEN and WHERE are then determined. After identifying the purpose(s) of a meeting, the meeting leader considers this information in the planning stage to determine the meeting's format, process, participants' roles, and how these should change with different purposes.

Content of the meeting is determined in relation to the meeting's purpose. Content includes the agenda topics, the purpose of each, and the desired outcomes. Objectives are clear so that participants come to the meeting with the same expectations. The content and purposes then combine to determine the process or processes to be used in the group to achieve the objectives. Roles of participants are clarified at this point to varying degrees, depending on the size of the group, the maturity of the group in working together, and the process required to reach each objective.

TO HELP DETERMINE PROCESS, ASK...

- What kind of and how much involvement and participation are desired?
- Who has the power or authority to make each different decision?
- How will assignment of responsibility for tasks and deadlines and evaluation of the success of implementation activities be determined?
- What methods and techniques will be used for discussion? planning? problem-solving? decision-making?
- What kind of record is to be kept, if any, and who will be responsible for it?

The planning stage identifies all participants and clearly defines their roles. The meeting leader can be the manager (person in authority), the facilitator, or a combination of the two. Your own organizational structure may dictate who runs the meeting and in what style. In either case, it is usually the manager who determines a meeting's content, process, and participants in this stage of planning. Participants are identified for the roles of facilitator or leader, recorder, and contributors.

Only those whose contributions are vital to the meeting objectives should be invited, thus ensuring the meeting's success and others' acceptance of the meeting's outcomes. Keep in mind that time spent in a meeting is time participants do not spend doing something else, so be sure they are needed in the meeting. For example, involve all necessary to contribute to any decision process and who will be responsible for implementation of a decision. (This avoids having to sell the decision to them later.) Or if a participant is needed for only part of a meeting, attendance should be limited to the time needed for the contributions. And some people need only rely on well-written minutes of a meeting and do not need to attend or participate, in the meeting.

ROLES AND RESPONSIBILITIES

ALL GROUP PARTICIPANTS

As a group participant, you may use meetings as opportunities to sharpen skills, learn from others, and show others what you can do. Whenever necessary and possible, you may assume functions of leader or facilitator, resource person, presenter, problem-solver, or recorder. Develop an awareness of good planning, the value of a complete agenda, and process skills and techniques. You may then successfully make suggestions on process as well as content of meetings.

Other responsibilities include:

- study content, purposes, process, and objectives of meeting to be prepared
- come prepared with presentation or resource material and information if you have an assignment
- make presentations simple and to the point, using visual aids whenever appropriate
- take work with you to a meeting to avoid wasting time when you do not have control over the meeting starting on time or not
- devote energies to content when confident that facilitator or leader and recorder are handling procedures, and make quality contributions
- speak up on topics you know about and don't bluff when you lack information
- avoid unrelated issues
- don't spring surprises on the group
- avoid nonproductive quarreling or expression of animosities
- work with others as a team to achieve objectives
- be confident: you were invited because you have something to offer
- speak clearly and precisely in the language of the group
- be enthusiastic
- listen to others
- keep an open mind
- respect for others' opinions
- be receptive to constructive criticism
- be polite
- don't ridicule others
- don't try to be funny when you're not
- evaluate your contributions and role(s) in meetings

ROLES AND RESPONSIBILITIES

MEETING LEADER

The meeting leader can be the manager (person in authority,) the facilitator, or a combination of the two. The facilitator's role separates the process functions and responsibilities from those of power or decision-making.

Managers Role:

- set agenda and realistic time limits
- keep group focused on agenda and objectives
- set constraints
- urge participants to accept tasks and deadlines
- push for accountability through clearly-stated action items and accurate recording of these
- be open and straightforward on own views
- listen to others and encourage participation
- after the meeting, make group's decisions official, act on them, and monitor progress on tasks

Facilitator's Role:

- assists the process rather than leads the group
- is neutral; doesn't evaluate or contribute ideas
- ensures that participants' roles and responsibilities are clear throughout
- coordinates individual contributions and pulls them together
- relaxes tensions which arise when individuals' needs conflict with objective
- maintain an open and balanced conversational flow
- protects individuals and their ideas from attack
- encourages contributions and participation; spreads responsibility for meeting's success to all and minimizes dominance of a few
- suggests alternative methods, procedures, techniques when necessary
- responsible for pre-meeting and post-meeting logistics
- focuses energy of group on common task; sees that group works together

ROLES AND RESPONSIBILITIES

RECORDER

The recorder is responsible for providing an accurate reflection of discussion and a record of all decisions, including names of persons responsible for actions and their deadlines.

- communicate process, content, final results
- record only information and decisions of group (no surprises)
- be neutral: interpretation is for the group
- organize notes by topic
- keep meeting leader posted on time and progress on the agenda, if no facilitator for group
- distribute minutes 24-48 hours after meeting

Selection of the time for the meeting is dependent upon when all participants are available. The location is accessible to all, the space is adequate and comfortable given the number of participants, and any required equipment and materials are available in the location.

Inform. Careful agenda preparation is another activity vital to a successful meeting. The meeting leader creates a format which clearly addresses the content, purposes, process, and objectives of the meeting and of each agenda item so that all participants come to the meeting with the same expectations. It may be helpful to provide an expository paragraph for each agenda item which describes the existing situation and the desired outcome of the group's efforts, such as a decision or set of recommendations on the situation described.

THE AGENDA

- note the time and place of the meeting
- allow time for any necessary socializing activities prior to addressing the agenda items
- arrange the most important, but not necessarily most urgent, items for fullest discussion
- use logical connections between items to help arrange order, such as by how items are to be handled or by related or dependent topics
- eliminate information and issues which can be handled outside of the meeting, such as appointing a sub-group to address an issue of limited interest
- determine if information items and announcements are to be announced to the group verbally, to be in writing to the group prior to the meeting for discussion or questions in the meeting, or to be in writing in some other way and not included on the agenda

- include any appropriate action items from previous meetings
- contact others for possible additions to the agenda
- assign a time limit to the meeting: should not be much more than two hours, and a break should be scheduled if more than an hour
- assign appropriate time limits to each agenda item, proportional to the relative importance of each topic and how each is to be handled for the desired outcome(s)

All participants are provided with an agenda to inform them and for them to use to follow the meeting's progress. Special attention is given to informing a participant expected to make a formal presentation in the meeting. Necessary resource material is provided with the agenda prior to the meeting, such as a report to be read as background for discussion. The agenda helps participants prepare for the meeting by informing them in advance of when and where, what will be discussed, why, and what is hoped to be achieved.

Prepare. Occasionally, even after careful planning, the need for a meeting no longer exists. For example, resources are not available, key participants are not prepared, or the agenda is no longer relevant because of recent events. The meeting should be canceled, if the need no longer exists.

When the need for the meeting still exists, additional preparations are made immediately before the meeting. Arrangements are made for the required materials, supplies, and equipment, such as printed material, visual aid equipment, flip charts, chalkboard, and refreshments for any socializing activity or break period. The room is set up early with the materials and equipment, and seats and tables are arranged for the type of meeting and group process to be established. Controls are set to eliminate possible meeting interruptions.

THE MEETING

Beginning. The meeting leader begins the meeting on time and introduces participants who do not already know each other. The tone of the meeting is set by making sure that all understand:

- why a meeting
- objectives and expected outcomes
- roles and responsibilities of all participants, including the leader or facilitator, recorder, and any presenters
- the process by which each item will be handled

The group reviews the agenda for any revisions such as additions, reordering, and elimination or postponement of items better handled elsewhere or later.

During. The meeting leader or facilitator, recorder, and ALL participants are responsible for adhering to guidelines for the meeting process.

DURING THE MEETING

- Maintain commitment to accomplish purpose(s).

  Avoid going off on tangents.

- Focus on same topic, in same way, at same time.

  Clarify process when necessary. If a topic falls flat, rephrase it to be sure it's understood or move on.

- Encourage helpful, constructive contributions, and see that all who want time have it.

- Discourage unhelpful, nonconstructive behavior, such as withdrawal, irrelevancy, or quarreling.

- Maintain full control of discussions.

  Keep the three discussion stages separate and don't allow someone to jump ahead or fall back: 1) present information; 2) interpret information; and 3) determine action.

- Stick to agenda and time limits as much as possible.

  Continually sort through topics, suggestions, etc. for those which can be dealt with in another way.

  Sense when the group is ready to go and in which direction.

  If it is determined that more time is needed for a complex issue or because suggestions and ideas are flowing, revise the agenda by postponing this item or another item to the next agenda, or appoint a sub-group to make recommendations on the item at a later date.

  Summarize each item's discussion, action, deadlines, responsibilities, and move on to the next item. (Discussion CAN close early when a group is ready, instead of unnecessarily filling the allotted time).

  Observe time limits and push to closure

- Don't work with assumptions. Either involve the appropriate people or resource information at the time or check it out later.

- Provide positive feedback on group's progress, accomplishments, courtesy, and commitment.

End. The meeting leader is normally responsible for the meeting summary. The group's perceptions and processes are reviewed. Conclusions and action items (who, what, and when) are restated to insure agreement and to provide reinforcement. The date, place, and preliminary agenda of another meeting are established if there is a need for another meeting.

Some groups include evaluation of the meeting at its end. Evaluation may be verbal, written, or both, and may include the following questions:

MEETING EVALUATION

- was it necessary?
- was it well-planned?
- were participants informed and prepared with an advance agenda?
- were the time and place appropriate? were necessary resource materials and equipment available?
- did it start on time? if not, why not?
- were only and all the necessary people in attendance?
- were the content, process, purposes, objectives, and roles clear throughout?
- were the objectives accomplished?
- was leadership provided as needed (regardless of "roles"?)
- were participants encouraged and allowed to contribute freely, clearly, and constructively?
- were participants working together?
- were participants stimulated or challenged?
- were tasks, deadlines, and responsibilities clearly established where appropriate?
- did the agenda flow adequately and without unnecessary detours?
- was any percent of the meeting time not effectively utilized? if so, why?
- did it end on time?
- were responsibilities for follow-up activities assigned?

The meeting is then closed crisply, positively, and on time. The room is cleaned up and rearranged.

AFTER THE MEETING

Minutes. Expeditious preparation and distribution of minutes 24-48 hours after a meeting serve as a reminder and follow-up tool. Minutes are a concise and accurate record of the meeting's content, process, and results. They also include task assignments, deadlines, and who is responsible for each action item.

Follow-up. The meeting leader may be assisted by participants in the activities of ensuring that decisions are executed or implemented and of asking for progress reports on action items.

Planning. If another meeting is necessary, planning begins at this point to include a report on actions taken, a progress report on action items, and a report on action items not completed.

CONCLUSION: Group experiences directly affect how individuals feel about their group, how committed they are to decisions, and how well they work both as a team and individually. A successful meeting not only has its own merits, but it also improves teamwork, participation, creativity, communication, productivity, commitment, efficiency, and morale. An unsuccessful meeting sends frustrated, angry, drained participants back to their jobs with bad feelings which affect not only their own work, but also that of others around them.

Synergy is the phenomenon of the whole working together to become greater than the sum of its parts. Successful meetings are those conducive to creative synergy. If you recognize problems with any meetings and the benefits of change, you can begin by improving your skills as a group participant. Develop techniques as a facilitator. Implement changes to help others recognize the problems and the benefits of changing them. Ask your group to analyze a meeting disaster. Make suggestions to group members, the manager, the facilitator, and the recorder. You share the responsibility with others for the success of a meeting. Begin with small successes, one step at a time, and may you have many synergetic meetings!

BIBLIOGRAPHY

In addition to the resources noted below, additional helpful subject areas which may be applicable to the meeting process are communication skills, group dynamics, and problem-solving and decision-making techniques.

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Dunsing, Richard J. You and I Have Simply Got to Stop Meeting This Way: How to Run Better Meetings. New York, American Management Association, 1978.

Hon, David. Meetings that Matter; a Self-Teaching Guide. New York, John Wiley and Sons, Inc., 1980.

Staff development programs: a practical approach to implementation in your library.

by

Brian Striman

Good morning! I hope you all had a good Easter. Of course no one here broke their marvelous diet and gorged themselves on candy and the family Easter dinner feast, or the passover feast.

I'll be discussing staff development programs for your library in this session. I mean for YOUR library. It is my hope that in this limited time we have, along with my handouts and notes and any discussion we have, that the possibility of implementing and maintaining a staff development program for your library will become a reality. A reality with a minimum of work and time on your part.

There are some limitations of this presentation that should be addressed; first, I have drawn almost all of my material from the experience of the three Creighton University Libraries (Law, Health Sciences and Alumni Memorial) staff development programs. Second, I am not an expert and I openly admit my unfamiliarity with the literature on this topic. Finally, that there probably exists certain situations at some libraries where staff development programs will never get off the ground, for one reason or another: no money, no administrative support, no staff interest and so on.

A definition is in order, so that we all know what we are working with. Some of you may have heard the words 'employee training', 'staff training', 'staff training and development'. I don't have any quotes for you, so I've made up my own definition for our purposes. Staff development programs could be thought of as any on-going planned activity in which library staff and administrators meet together to share a common experience, selected to promote personal and professional growth and mental and physical improvement. Not to be confused with continuing education, or employee training, staff development encompasses much more than strictly job related, in-service type continuing education. You'll see more of what I mean as we go along.

If you get nothing more from this session than the awareness of staff development programs in libraries and that positive things can emerge from them, then I feel that I've at least planted a potentially valuable seed. Some of the positive benefits of an active staff development program are: 1) Boosts morale, 2) Increases communication between participating departments and staff members, 3) Educates staff, and 4) Indicates staff needs, interests and concerns. It can act as a staff 'barometer' for administrators, especially during brainstorming sessions, follow-up evaluation surveys and questionnaires

In 1978 the Directors of each of the three Creighton University libraries were at their regular meeting and discussed what could be done about methods to "broaden" the library staffs' horizons. Marge Wannarka mentioned staff development programs, along with more informal in-service inter-departmental workshops. Since then the three C.U. Libraries staff have participated in development programs on assertiveness training, stress management and creative thinking.

Your approach to establishing a library staff development program can be via administration to staff, administration to administration, staff to staff, or other combinations. In the case of Creighton the approach shifted from adminstration to staff, for the first two development programs, to staff to staff for the remaining programs. This frees administration from planning and implementing programs, and permits responsibility of staff to produce their own development programs. So far at Creighton the staff enjoyed the experience and the responsibility of producing their own programs. They also enjoy full cooperation and support from administration.

Having decided your approach and given the green light from administration, the next step is to determine to what degree the staff is interested about the idea of a staff development program. Many staff members may not know what a staff development program is...and are not about to get involved in any new program. If they are made aware of what all is involved and the positive aspects that can be derived from an active development program...their interest may be sparked enough that you may not need to ask for volunteers. To determine the degree of interest, a survey is needed. Not another survey! I agree with you, but this survey doesn't have to be a check the box, mark "a" or "b" type. A quick and dirty survey can be used to sample staff attitud Maybe call a special meeting, or bring up the possibility of implementing a staff development program during a regular meeting...to get an idea of the id Depending on the situation, you may want to casually discuss the idea with a few or all of the staff individually to get their responses. No need for an exact count...unless administration wants specific data. If that's the case then a simple one question questionnaire should suffice. Don't forget to explain what a staff development program is, what kinds of programs are possible, or the types of programs you envision and what may be expected of employees if they want future programs. They may want programs---provided they aren't the one's responsible for organizing them. If that is the case, and you've envisioned programs THEY would plan, then your survey has told you something. Changes in strategy, timing or more P.R. (public relations) will b needed if the programs are to get off the ground. You may be in a position where you will "volunteer" a few special staff members to be responsible for organizing the first few programs, but you should be willing to work closely with them to support and guide them until they're confident enough to carry out the planning and production of future programs on their own.

As with any new idea and getting the idea implemented, timing is critical. An active part of the year is probably not the best time to try "something new". Know your staff and the work loads they all have first. You will probably get different responses to your quick and dirty survey if it is given in the summ compared with the same survey given in the middle of the University's semeste Some of the best ideas fall victim to bad timing.

GETTING STARTED

Step 1 - Allow 2½ hours for the first "Creative thinking" seminar. We at C.U. generally have a morning session and one in the afternoon. Fridays and Mondays are not preferred days for a seminar. This first progr is where you will collect ideas for future programs. You'll want t set a good example, so take your time and do it right. There's no great rush to get it going, but don't let it stagnate either.

Step 2 - Get help. You'll need to order the Nightingale materials. You'll need: the film, or the record (the record is pretty much the audio of the film, but the film is preferred; and you'll need the

Step 2 - cassettes (even though you'll only need message 3,9 and 11), and you'll need the management guide also. Many of these items are available through interlibrary loan (you may want to try the Nebraska Library Commission).

Film - Title: The Strangest Secret.
Color. 15 min. / OCLC # 5967562 Houston Community College

Cassettes - 4 cassettes each message approx. 5-7 minutes. Title: Creative Thinking: how to win with ideas/OCLC#3718245

Record - 1 disc.(small). Title: The Strangest Secret / OCLC #6836332 LaTourneau College,TX. #7086714 Heidelberg Col.,

Management guide - Complete title as: Creative thinking, manageme guide / by Earl Nightingale. 1973. (Couldn't find it on OCLC data base).

TO ORDER: for completelist of Earl Nightingale recordings and fil write to:

Nightingale-Conant Corp.
6677 No. Lincoln Ave.
Chicago, Illinois 60645

Due to copyright restrictions, I am unable to copy any of the materials we have used for our presentation. And the materials we used don't truly belong to us (at Creighton).

Step 3 - Reserve a nice quiet room if possible, preferably with blackboards. (You'll find it easier to have more than one blackboard when the brainstorming ideas fill up the only one. Don't erase any ideas when you're brainstorming for lack of room. Some random, seemingly insignificant idea may spark a better one, or may be valuable in combination with other ideas.)

Step 4 - Have someone be responsible for refreshments. Coffee, tea, water, don and cookies are good possiblities. if you don't know what to hav

Step 5 - Materials you'll need for your first staff development program: Film projector, spare bulb, record player, cassette player, paper & pencils, chalk, extension cord(s), any handouts or other articles on creative thinking you have found to supplement the Nightingale materials. The Creative thinking, management guide (loose-leaf) is valuable because it contains exact written text of the messages in the cassettes. You may find it valuable to have the written text with the cassettes (we did). There is a valuable article written on creative thinking, "Creativity: Pearl of Great Price"/ by Ray A. Killian. I don't know the source though, You'll have to check Readers Guide to Periodical Literature between 1960-1980. It would make an excellent supplement to the seminar.

Step 6 - Make up the announcements of the program. See my idea for an announcement in the handouts, page 10. Feel free to cut and paste and use whatever of it you can. Give staff plenty of time to sign up. Distribute announcements not less than 3 weeks prior to the date of the seminar. Also, don't make up announcements until you are positive you have the film, cassettes, room reserved, et Nothing is more annoying to everybody when dates have to be changed because of poor planning.

Step 2 - cassettes (even though you'll only need message 3,9 and 11), and you'll need the management guide also. Many of these items are available through interlibrary loan (you may want to try the Nebraska Library Commission).

Film - Title: The Strangest Secret.
Color. 15 min. / OCLC # 5967562 Houston Community College

Cassettes - 4 cassettes each message approx. 5-7 minutes. Title: Creative Thinking: how to win with ideas/OCLC#3718245

Record - 1 disc.(small). Title: The Strangest Secret / OCLC #6836332 LaTourneau College,TX. #7086714 Heidelberg Col.,

Management guide - Complete title as: Creative thinking, manageme guide / by Earl Nightingale. 1973. (Couldn't find it on OCLC data base).

TO ORDER: for completelist of Earl Nightingale recordings and fil write to:

Nightingale-Conant Corp.
6677 No. Lincoln Ave.
Chicago, Illinois 60645

Due to copyright restrictions, I am unable to copy any of the materials we have used for our presentation. And the materials we used don't truly belong to us (at Creighton).

Step 3 - Reserve a nice quiet room if possible, preferably with blackboards. (You'll find it easier to have more than one blackboard when the brainstorming ideas fill up the only one. Don't erase any ideas when you're brainstorming for lack of room. Some random, seemingly insignificant idea may spark a better one, or may be valuable in combination with other ideas.)

Step 4 - Have someone be responsible for refreshments. Coffee, tea, water, don and cookies are good possiblities, if you don't know what to hav

Step 5 - Materials you'll need for your first staff development program: Film projector, spare bulb, record player, cassette player, paper & pencils, chalk, extension cord(s), any handouts or other articles on creative thinking you have found to supplement the Nightingale materials. The Creative thinking, management guide (loose-leaf) is valuable because it contains exact written text of the messages in the cassettes. You may find it valuable to have the written text with the cassettes (we did). There is a valuable article written on creative thinking "Creativity: Pearl of Great Price"/ by Ray A. Killian. I don't know the source though, You'll have to check Readers Guide to Periodical Literature between 1960-1980. It would make an excellent supplement to the seminar.

Step 6 - Make up the announcements of the program. See my idea for an announcement in the handouts, page 10. Feel free to cut and paste and use whatever of it you can. Give staff plenty of time to sign up. Distribute announcements not less than 3 weeks prior to the date of the seminar. Also, don't make up announcements until you are positive you have the film, cassettes, room reserved, etc Nothing is more annoying to everybody when dates have to be changed because of poor planning.

Dont forget:
Dictionary
Killian article
Mgmt. guide
Cassettes
Paper, pencils
Film/record
Extension cord
Spare bulb

OUTLINE

CREATIVE THINKING SEMINAR - "KEEP THE IDEAS FLOWING"

9:00 am

I. Greeting
   1. Misc. comment.
   2. We are gathered here today---the result of someone's idea.... expound.
   3. This is the first of what is hoped to be many other staff development programs (SDP)... expound.

II. Thanks to directors.
   1. Value of active SDP
      a. Good source of interaction of staff and flow of ideas, concerns, and interests.
      b. Good to get away from routine work once in a while.
      c. Anything else you think of.

III. What the seminar's about.
   1. Creative thinking.
      a. Definition of the word idea (use dictionary).
      b. My definition: For this situation - An idea is a thought which is usually new or different. Something no one has thought of. Or The result of thinking about something that could change thing (for the better, we hope).
      c. Active ideas and passive ideas. Practical ideas and impractical ideas. Active ideas are acted upon. Passive are "shelved" for one reason or another.

   2. Prologue to seeing the film.
      a. Represents a trend in the 60's and early 70's in the corporate world to "broaden" the employee's mind.
      b. Your notion of success may not be the same as Nightingales.
      c. Be sure to take notes during the film. Record any thoughts, emoti feelings or arguements about anything said in the film. After the film we'll discuss. ----- hand out paper & pencils.

9:10 am

---------- show the film ----------

9:35 am.

IV. Informal discussion. Perhaps have a more formal one after the break.
   1. Ask what staff have written on their note pads: feelings, etc.
   2. Talk about.

9:45 am

V. Hear cassette tapes in this order:
   1. New ways to think -- message 9.
   2. Test your "C.Q." -- message 3.
   3. The brainstorm -- message 11.

10:00 am

---------- break ----------

OUTLINE

CREATIVE THINKING SEMINAR

10:15 am

VI. Formal discussion (use only if informal discussion is dead or dying).

1. Questions ?
   a. When do you find your creative thinking is best? Morning? Evening? At home? Work? Alone? With others? When it is best, that's when to work at it.
   b. Do you allow yourself "think time" during the week or day? I don't mean in front of a TV, or reading a book, but quiet time: think time.
   c. What are your feelings about Nightingale's comments regarding goal setting for yourself? Goals for work career? Social life goals? Spiritual goals? Happiness goals?
   d. He mentioned attitude, (probably the most difficult area to speak about), if you are the only person in an area with a different attitude than the rest of your workers, How can adjust, or how do they adjust? Talk about attitudes in the working environment. Discuss peer pressure not to do a really good job because you'll make the others look bad, and vice versa.
   e. What are your feelings regarding Nightingale's discussion about 95% of the people using 5% of their mind. He doesn't give much credit to the 95%.
   f. Imagination. Ever imagine? This is the starting point for many new ideas. What if, sort of thing. We tend to lose our imagination with age, don't we? Why?

2. Let the discussion roam around, but contained. As it dies, see next.

10:40 am

VII. Brainstorming session. (Break up into groups of 6-8 if needed). Write on blackboard the problem: To create ideas for future staff development programs.

1. There 2 types of brainstorming; alone, or with a group. In one mgmt. course I had the professor gave an example of brainstorming during WWII. Nazis were transmitting battle information in secret code and so many Allied geniuses were brought together to create a 'de-coding' machine. They did it and worked for awhile, until the Nazis figured out they were being de-coded and so it see-sawed back and forth, new codes, new de-codes...still goes on today between countries.

2. We are after quantity of ideas. Not quality. Sky is the limit. Don't judge any idea...just write it down on the blackboard.
   a. Associate ideas with one another, combine ideas.
   b. Apply techniques heard in the brainstorming tape and written in the management guide for message #11.
   c. Have someone write down on paper all the ideas. Ones that are not feasable, or just plain wacky, don't include on the paper list. Tell staff what is going to be the end result of their brainstorming list of ideas. That list will be used!

11:15 am

VIII. Closing.

1. Remind staff of Nightingale's record and tapes that are available, as well as any other materials you have collected for them to examine on their own.

2. While passing out evaluation forms, mention that if anyone is interested in participating in future programs, to see their directors.

Office Memorandum · CREIGHTON UNIVERSITY

TO : *Library directors and staff* **DATE:** *Jan.28, 1981*

FROM : *Brian Striman, Law Library*

SUBJECT: *Here is the list of ideas thought up during our brainstorming sessions a few weeks ago at the staff development program entitled "Keep the ideas flowing". After examinin the list, I have roughly catagorized each idea.* THIS IS STILL A WORKING LIST. *The lines an spaces throughout the lists are for your creative input. Feel free to switch catagories, ide add new categories, draw arrows, etc. Using numbers, 1 (one) as highest priority, please ran those ideas most preferred on the lines. When the lists return to me, I'll tabulate your priorities and add any new ideas and type up a "final" listing to be sent to directors and staff.*

....one last note: You can't imagine HOW MANY people have contacted me about their interest the staff newsletter. As self-appointed editor-in-cheif, I beseech someone in Alumni and in Health Sciences to be contributing editor and administrative consultant (titles like that ou to spark some inderest). Call me for job description. Brian Striman 449-2875.

Staff development programs

___ *More meetings of the 3 libraries.*
___ *More devl. programs.*
___ *More often.*
___ *Staff "retreat".*
___ *Similar depts. getting together.*
___ *Similar depts. exchange.*
___ *Tours of the libraries for staff, old & new.*
___ *Body language.*
___ *Supervisory training.*
___ *Participatory mgmt., Mgmt. by objectives.*
___ *Communication skills.*
___ *Future films.*
___ *Library oriented.*
___ *Other* _____.
___ *Health.*
___ *Dieting.*
___ *Nutrition.*
___ *Keeping fit.*
___ *Exercise.*
___ *Getting more from your health dollar.*
___ *Use of A-V and educational equipment.*
___ *Spiritual growth*
___ *Motivation & staff morale.*
___ *Bio-feedback.*
___ *Problem solving.*
___ *Priority setting/Goals & objectives.*

Staff development programs cont'd

___ *Participation in Omaha Civic groups.*
___ *Career development & counseling.*
___ *Library devel. courses on campus.*
___ *Dept. budgeting & all university budgeting.*
___ *Business and writing skills.*
___ *Reading and listening skills.*
___ *Library service quality, measurement of.*
___ *Methods of promoting C.U.*
___ " " " " *libraries.*
___ " " " " *librarians' image.*
___ *Staff incentives.*
___ *Leisure time activities.*
___ *On-line searching of data bases.*
___ *Preservation of library materials.*
___ *A-V.--microforms.*
___ *Rare books.*
___ *Binding.*
___ *Time management.*
___ *Interactive cable TV.*
___ *Computerized circulation & reserve systems.*
___ *Ways of upgrading "professionalism".*
___ *Student career counseling.*
___ *Role switching.*
___ *Video newsletter.*
Other:

Other, library related

___ *Library newsletter (all 3 libraries).*
___ *Staff association.*
___ *Guest speakers (C.U. or Omaha area).*

Other, not library related

___ *History.* ___ *Reading circle.* ___ *Geneolog*
___ *Travel.* ___ *Auto maint.* ___ *Hobbies.*
___ *Famous people.*

Staff meetings (indiv. libraries)

___ *Staff incentives, motivation, morale.*
___ *Dept. budgeting & all C.U. budgeting.*
___ *Use of A-V equipment.*

Special talents

Please list:

Office Memorandum · CREIGHTON UNIVERSITY

TO : Library Directors and staff. **DATE:** 2/27/81

FROM : Brian Striman (Law Library)

SUBJECT: "Final" list of ideas resulting from creative thinking seminar.

The votes are counted! The ideas tabulated! --- whew --- The ideas list that was created by the C.U. library staff during our brainstorming sessions nearly 2 months ago, has been transformed. The ideas below are now listed according to the numerical ranking assigned to each ide by persons who returned their list to me. Of the 36 staff members who attended the seminar, 23 responses were returned, out of which 17 responses were used. I have included at the botton of the list several comments (in quotes) and ideas expressed from the survey and from the evaluations of the seminar Betty, Gerry and I presented. Anyone interested in seeing the responses and the evaluations, or interested in methodology in the survey interpretation, is welcome to call or visit me. (The staff newsletter is due for 1st publication on ... APRIL FOOL'S day!)*

STAFF DEVELOPMENT PROGRAMS

1 - Tours of the libraries for new/old staff.
2 - Library development & counseling.
3 - More meetings of the 3 libraries;
  3a -Similar depts. getting together.
  3b -Similar depts. exchange.
  3c -More development programs.
  3d -More often.
  3e -Staff "retreat".
4 - Body language.
5 - Priority setting/Goals & objectives.
6 - Career development & counseling.
7 - Supervisory Training.
8 - Use of A-V equipment/educational.
9 - Time management.
10 - Motivation & staff morale.
11 - Business & writing skills.
12 - Staff incentives.
13 - Computerized circ. & reserve systems.
14 - Library service quality, Measurement of.
15 - Communication skills.
16 - Health.
  16a-Exercise.
  16b-Keeping fit.
  16c-Dieting.
  16d-Nutrition.
  16e-Getting more from your health dollar.
17 - Problem solving.

STAFF DEVELOPMENT PROGRAMS cont'd

18 - Reading and listening skills.
19 - Methods of promoting C.U. libraries.
20 - Preservation of library materials.
21 - Bio-feedback.
22 - Future films.
  22a-Library oriented.
  22b-Other: Foreign film classics (only respo
23 - Dept. budgeting & all university budgeting.
24 - Ways of upgrading "professionalism".
25 - On-line searching of data bases.
26 - Participatory management.
27 - Leisure time activities.
28 - Spiritual growth.
29 - Role switching.
30 - Methods of promoting C.U. Librarian's image.
31 - Methods of promoting C.U.
32 - Participation in Omaha civic groups.
33 - Interactive cable TV.
34 - Student career counseling.
35 - Video newsletter.

OTHER, LIBRARY RELATED

1 - Library newsletter for all 3 C.U. libraries.
2 - Guest speakers.
3 - Staff association.

OTHER, NOT LIBRARY RELATED

1 - Reading circle.
2 - Auto maintenance.
3 - Hobbies.
4 - History.
5 - Travel.
6 - Famous people.
7 - Geneology.

STAFF MEETINGS FOR INDIVIDUAL LIBRARIES

1 - Use of A-V equipment.
2 - Staff incentives/motivation/morale.
3 - Dept. budgeting & all C.U. budgeting.

COMMENTS & IDEAS

"Women's Health Co-op Study Committee" -- "Computer programming" -- "Hope the program doesn't stop with this" -- "...finding funds available in library budgets to send staff to outside programs so necessary to their work."

* *The other 6 responses used only numbers "1,2,3" only for all categories, making it impossible to properly correlate with the rest of the responses. My vague instructions were the cause. Sorry. Also, I failed to ask for names. I got the special talents category...but no names.*

CREATIVE THINKING

Staff Development Program

Evaluation

	Circle (5 is excellent)
1). Was this seminar helpful?	1 2 3 4 5
2). Overall the seminar was....	1 2 3 4 5
3). Was material presented clearly?	1 2 3 4 5

4). What subjects would you be MOST interested in having in future development programs?

5). Comments:

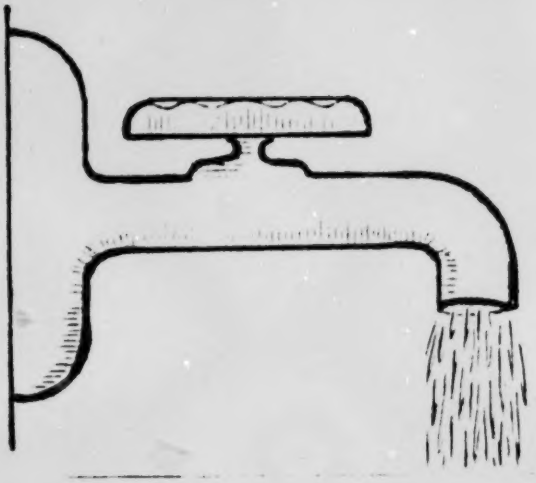
"Selected" Bibliography

5 100 10 Schiffer, Judith Anne.
6 245 12 A model for designing in-service staff development programs / c by Judith Anne Schiffer.
7 260 0 [New York] : b Teachers College, c 1977.
8 300 vi, 292 leaves : b ill. ; c 29 cm.
9 502 Report (Ed.D.)--Teachers College.
10 500 Issued also on microfilm.
11 504 Includes bibliography.

6 110 20 Association of Research Libraries. b Office of University Library Management Studies. w cn
7 245 1 Staff trg. [sic.] & development.
8 260 0 Washington, D. C. : b The Association, c 1975.
9 300 ca. 250 leaves. ; c 29 cm.
10 490 0 Spec kit ; [no. 11]

6 100 10 Martin, Glenn Brian, d 1954-
7 245 12 A development program for supportive staff : b needs and potential / c by Glenn Martin.
8 260 0 [Austin?] : b Martin, c 1978.
9 300 88 p. : c 28 cm.
10 500 Typescript (photocopy).
11 500 Includes bibliography.

6 245 0 Staff training and development in the ARL libraries / c Systems and Procedures Exchange Center.
7 260 0 Washington, D. C. : b Systems and Procedures Exchange Center, Association of Research Libraries, Office of University Library Management Studies, c 1974.
8 300 107 leaves : b ill. ; c 29 cm.



"KEEP THE IDEAS FLOWING..."

A SEMINAR ON CREATIVE THINKING

- FILM AND CASSETTES
- DISCUSSION
- BREAK (REFRESHMENTS SERVED)
- "BRAINSTORMING" SESSION

  Creatively developing ideas for future staff development programs. What staff development programs would you like to have in the years ahead? Bring them along!!

- WHERE? ALUMNI LIBRARY, UNION PACIFIC ROOM
- WHEN? JANUARY 8, 1980 2 SESSIONS WILL BE HELD:

  CHOOSE ONE - 9:00 AM - 11:00 AM

  2:00 PM - 4:00 PM

  --- Please circle the time you prefer and return to Betty, Gerry or Brian as soon as possible.

CREIGHTON UNIVERSITY

UNIVERSITAS CREIGHTONIANA · 1878 ·

- A Creighton University staff development program presented by Brian Striman, Gerry Dell and Betty Childs.

12/23/80

THE PENULTIMATE USERS' GUIDE:
A COMPETENCY-BASED "PACKET" SYSTEM
AS APPLIED TO INTEGRATION OF GUIDES-TO-THE-LITERATURE
INTO THE CURRICULUM

BY

PEGGY BROOKS SMITH,
DIRECTOR, PERKINS LIBRARY
DOANE COLLEGE
CRETE, NEBRASKA

PAPER PRESENTED AT
NEBRASKA LIBRARY ASSOCIATION,
COLLEGE AND UNIVERSITY SECTION'S
SPRING MEETING
WAYNE, NEBRASKA
APRIL 23, 1981

It has been extremely helpful to reflect upon the process whereby Doane College Library has settled upon a course-integrated, competency-based, multi-media method of teaching library skills. The end product of those years is this stack of student-guided exercises which are very closely tied to course work.

As a result of a 1970 curriculum review of our Department of Education faculty and their students, which led to creation of twenty-three competency-based "packets" (or student guided exercises), the Library became involved in the preparation of a guide-to-the-literature of the field of education in the same format. We have encouraged the technique to be spread around to other disciplines and it has provided a useful tool by which a small library staff may introduce a lot of students to a search technique and to the tools of their disciplines with emphasis upon ways they may utilize the process to keep up with those disciplines after graduation. Coupled with printed point-of-access guides, audio-visual teaching modules, lectures, and pre-testing of Freshmen, the method helps to make up for the inability to seek out and meet each and every student on a one-to-one basis.

I intend to get into definitions of many of these terms as I go along but if I've lost you at some point please feel free to ask a question.

This is a transparency of an evaluation chart which I got through LOEX. Appendix I. It speaks of the advantages and disadvantages of the many different methods we traditionally use to teach in libraries. It notes clearly the inefficiency of guided tours for example. Naturally we liked the <u>advantages</u> of them <u>all</u>! (Those we do use.....we use in the support of the individual student guided packet.)

To begin with, if there are problems and difficulties with the way library skills are taught, it is not surprising. Our discipline teaching-faculty colleagues will agree that we must be well nigh onto certifiable for taking on a teaching job which is (1) moderately complex; (2) the subject matter of which is totally foreign and vaguely suspect from the beginning; (3) the utility of which is not immediately visible; (4) which already has a bad reputation; and (5) for which no academic credit is given!!

Take the guided tour visit to the card catalog for instance: "Hey, guys, let's go over here and look at the card catalog!"

<u>You</u> know reaction from your own experience. For the most part a thin glaze immediately coats the eyes and you've lost them! Why???? <u>Really</u> why?

For 5 or 6 of them this is the 14th or 15th time they have gone to look at a card catalog. On the other hand there are kids in the group who have <u>never</u> looked at a card catalog and need to <u>desparately</u>. The kids <u>with</u> basic skills still need to develop finding aid techniques, a search <u>strategy</u> if you will, which extends beyond a cursory taking down of the first two lines of an LC call number.

If I should introduce a method for following subject headings, using alternative call numbers for browsing, tracking back to the bibliographies

on the cards, to a mixed-level group I would thoroughly overwhelm the kid who still doesn't know it is the HC485 of the 389p. that he uses to find the thing on the shelf! Disparity of "where they're at" is our first problem.

Further, and not surprisingly, people really do learn in totally different ways. I don't read for meaning very well standing up; the Dean doesn't remember what you say to him verbally - put it in writing; Johnny doesn't read well anyway and has an oral memory; Suzi needs outlined, diagrammatic non-verbal instruction.

And last, if not least, you cope with the problem of pertinence. There always has been, I guess, a nice understanding on the part of most of our students that learning to use the library is a Good Thing, but so many times no earthly application of the skills seems remotely imminent and they have more pressing things to do right now. I'm sure I'm not telling you anything new!

So. Before we even began, we knew we were looking for a multi-media approach, which would teach the use of the library at a time when it would function as a tool, not as an irritant; which could be taught in such a way that students with good skills could upgrade their talents for a specific discipline and skip the things they had already mastered; but which would also allow a self-paced presentation of the very basics for the kid who needed to start from square one.

The first thing we did was stop wasting time doing tours. And I probably am a very bad person, but we stopped it anyway! And in so doing we also stopped teaching the library as an irritant. We put emphasis upon our belief in the one-to-one experience, dealing with each student as he or she arrived in the library. Then we got a student intern to do an exhaustive literature search, collect sample materials and evaluate what we were already doing.

To begin, we read the seminal Knapp project at Wayne State University, Monteith College. This is No. 8 and 9 on your bibliography. Also on the bibliography: (No.1) one of the most important state-of-the-art reports is in the form of the proceedings of the Annual Conference on Library Orientation for Academic Libraries held at Eastern Michigan University. Hennelore Rader was, and Carolyn Kirkendal is, editor; Pierian, the publisher.

Surely the most practical aid we discovered is a quarterly newsletter from the National Clearinghouse for Academic Library Use Instruction, the LOEX (Library Orientation-Instruction Exchange) News. It highlights what others are doing and provides an exchange of materials (samples may be borrowed, copied, and returned); notices of organization meetings are carried; and they ask you for and print your questions concerning bibliographic instruction. Basics (Nos.3 and 4) which have appeared since we got started which would have been awfully helpful are the Bibliographic Instruction Handbook and the "Guidelines for Bibliographic Instruction in Academic Libraries" issued forth from ACRL on January 31, 1977. (If we'd had these we might have proceeded differently, I don't know. Essentially we approximated their recommended steps in our own faultering way.)

The rest of the items on the bib. (which is available for you to take and which has Project LOEX suggestions for setting up a program on the verso) are those materials which have been helpful to us and which by no means are intended to be exhaustive. (If you want "exhaustive" watch for the kind of state-of-the-art things that Hannelore Rader does called "Library Orientation and Instruction, Nineteen hundred something-or-other" located by going to Library Literature under "Instruction in Library Use" plain, or dash-"College and University Students".

Through our intern's efforts we looked at many sample materials and tried to determine if we were doing any of these things in better ways. For instance, we listened to seven or eight orientation tapes. (I have some here if you'd like to borrow and return them to me - or listen to them today.) We made a list of those items usually covered on these instructional tours or lectures and found that we did most of them in what seemed to us to be a better format. Ultimately we came down to the very few which we felt needed attention and we asked the GOALS Committee and their Peer Advisors to communicate only the following for us:

1. That the Library is a helpful, relaxed place to go;
2. Where the Library is;
3. What and where the Reserves collections are; and
4. What the Library hours are.

The rest we attempted to incorporate into a variety of media with intended repetition built in throughout the student's years at Doane.

Several events were occuring on campus at this time which became enormously helpful: in addition to the refinement of the Education Department's Competency-based models, there were being developed a Writing Checklist and Doane was undertaking the horrendous process of total curriculum revision.

The Checklist: undergoing development and final revision was a method by which underclassmen were rated by all their professors on their competency with communications skills. The "Doane College Checklist of Communications Skills" evaluates what writing and speaking problems are arising early on, even, for example, on a chemistry lab report. Those Freshmen and Sophomores who needed help immediately were referred to the Teaching-Learning Center. Thus the scene was set for requirement of minimum capabilities and early remediation of any problems. Utilizing the testing period during Freshman Orientation week, we then devised and administered the following test. Appendix II. This pretest of Library skills was written with two different examples (Appendix III) and distributed alternately across the rows to the Freshmen. We have found during this first year of testing (which is all we've done) that about one fourth (58 out of 201) of all entering freshmen cannot read an entry from Reader's Guide and apply its meaning; and cannot decipher the information given on a catalog card!

Each of the tests is evaluated and returned quickly. A personal note is written to each student on the returned test and the following list is attached. Appendix IV. The note can be congratulatory and the one or two problems given a correct answer; or some of the appropriate exercises can be assigned and the student asked to complete the opposite test example and talk with a librarian to get the business corrected. They may be asked to listen

to the a-v module on the use of the catalog or to read the printed teaching module on the use of abstracts and indexes. I think initially that we have heightened awareness of our emphasis upon the basic skills at Doane (and in 3 cases we were able to respond with a copy of the College's policy on academic honesty!)

The Doane Plan emerged through the other process on campus, the curriculum review. As you saw at the top of the Freshman Pre-test, we got in our concerns about the need to graduate students with library proficiencies, particularly those which would enable them to "keep up" after graduation. We have chosen to emphasize the alarming statistic of the proliferation of knowledge (doubling every 6 to 7 years?) as a battle cry to motivate because its practicality matches the other Doane emphases on outside internships, competency-based teacher education, etc. A student can understand the implications for his own substantive knowledge when you reflect for him upon the deterioration of what he has learned at Doane 6 or 7 years into the future. Also, of course, in the Doane Plan we had a set of objectives of the College and the Library which we helped to write and from which we derived a lot of how we function and we've stated same in preparing the Library's Policy Statement.

To the packets. I have said that the Education Department already had in place its competency-based method of teaching which included the notorious Packet 19. So we had a tested prototype from which to work, a guide-to-the-literature of the field of education. A guide-to-the-literature is a tertiary form of literature which names, lists, annotates or teaches the use of the principle reference materials in any discipline which has a body of literature sources. Included naturally are those tools which allow for seeking currency of information and up-dating of skills; i.e., those special indexes and abstracts which give access to the journal literature and, in the case of the field of education, ERIC: the research report literature and the Clearinghouse Newsletters.

We knew by that time from our reading that we wanted a totally curriculum-integrated teaching of these skills, possibly like that pioneered at Earlham College by Jerry Woolpy and Tom Kirk, in order to get motivation; and that we wished to try to extend the competency-based method to the other disciplines for its practicality and versatility.

In recent years competency-based education has been used at secondary and academic levels as a form of education that derives a curriculum from an analysis of the practical skills needed at the exit level, that is, needed to perform well in the real world. It tends to eliminate competition between individuals because generally it allows for self-paced progress, and it encourages cooperative effort. It does not penalize a student for (as our head of the Education Department says) "for not reaching Los Angeles, especially if he has reached Tucson. He can try again to reach Los Angeles and he gets credit for getting as far as he has."

Since competency-based education is goal - or outcome-oriented, assessment procedures are needed which allow for the demonstration of knowledge. In fact, a competency-based program has at least four major components: competency identification, statement of criteria level, instruction and assessment and all of the packets are set up to reflect this.

Once a set of competency statements is agreed upon, subcompetency statements are formulated. Next comes the development of performance objectives, statements which indicate what a student must be able to do in order to demonstrate the abilities called for in the competency statements.

The assessment procedures must allow for the demonstration of knowledge, skills, and the application of these components. In competency-based programs, instruction is usally offered in a variety of ways. Regardless of the format, the emphasis is on designing learning experiences that will lead students to the achievement of competencies. No credit is given for exposure to the learning experience itself; only achievement or performance is given credit.

In designing packet No.19 for the Education Department, a librarian was involved in the planning process from the initial stages. Each of the competencies is then broken down into behavioral objectives (B.O.'s!) which form the basis for assessment. Several student learning experiences (L.E.'s) (more accentable an abbreviation) are specified for each B.O.

We quote further from Doane's Educational Program Teacher Humanization (an explanation of the DEPTH packets to their students).
All of the Packets are designed in the same way with major headings in the following categories: Statement of Purpose; preassessment; Approximate Time Required; Behavioral Objectives; General Instructions; Learning Experiences; Proficiency Assessment. The following is a brief explanation of each of these categories.

Statement of Purpose: The explanation and/or justification for each competency as one of the essential skills necessary for your successful performance as a teacher.

Preassessment: Each of the Packets contains under this heading the way a student can arrange to check-out of the Packet if he/she has prior knowledge of the subject. Determination of prior knowledge can best be achieved by reading the behavioral objectives.

Approximate Time Required: This is an educated guess by the author of the Packet as to the average time it will take to develop the competencies within the Packet if the student has little or no prior knowledge in the area.

Behavioral Objectives: The B.O.'s are statements describing what you must be able to do after completing the Packet. They are designed primarily to communicate to you the goals of the Packet. The proficiency assessment is based upon the behavioral objectives and not the learning experience.

General Instructions: Many of the Packets contain experiences which require special arrangements or materials. Any details regarding this are contained under this section.

Learning Experiences: These are suggested means by which you as a prospective teacher might gain the knowledge and skills called for in the behavioral objectives. They are coded with the behavioral objectives and you will find several learning experiences for each behavioral objective.

Proficiency Assessment: This is an explanation as to the way you go about checking out of a Packet.

There are a few useful considerations for the writing of these performance objectives and Mager (Preparing Instructional Objectives) is the useful handbook to consult if you have not worked with the basics of writing instructional objectives in education before. The following, is an excellent example of course-integrated instructional objectives (Appendix V) taken from the University of Wisconsin-Parkside Library's 176 Annual Report. It reflects quite closely what we are just now attempting at Doane.

Let's take a good look at one of the packets. Several are here now for you to see: English (The Short Story and Current Fiction) in which students consult Critiques of Short Fiction and Abstracts of English Studies, MLA Bibliography; and one for Economics where they begin their search at the McGraw-Hill Dictionary of Economics and then go to Business Periodicals Index, and Journal of Economics Literature (an index). And here is Packet 19, "A Guide to the Literature of the Field of Education". It is only one of 23 packets which must be covered in the teacher education program at Doane during the first two years of a student's work.

We begin with a background explanation of what will be learned stated as goals. The student then is allowed the immediate option of checking out without walking through the rest if she thinks she already knows the material. I believe I have never had anyone so sufficiently prepared that she was able to walk me through a search procedure at Perkins Library. The student may have a handle on the subject matter but still needs to know the location at Doane and the local procedures in our library.

The use of the packet for the student is as follows. The student determines to do packet 19 next. She already knows via "Depth Data", a brief in-house news sheet for the packet students, that it is handy to have done packet 19 before No.6 which requires a paper to be written. The literature searching is done in packet 19 on the topic of the term paper to be prepared for six. The student picks up a packet in the Education Department or the Library. Some time early in the semester a one- to two-hour seminar over packet 19 has been held in the library, (also announced in "Depth Data"). It is helpful if students have read over most of the packet ahead of this seminar in order to be able to ask any obvious questions.

The object of the seminar is to interact with a human being in the library. The substance of the meeting is to touch upon a couple of the "stranger" tools to be taught by the packet, at least the ERIC indexes and the Federal Document finding aids.

With relation to Federal Documents, I use a Today's Education article which emphasizes the usefulness to the teacher of the Federal freebies in the classroom and I let them see a lot of those documents. Motivation, what's the packet going to do for them, the current awareness advantages of some of the tools- Education Index for example and the ERIC Clearinghouse newsletters - are touched upon. We discuss what to expect when they begin to do the packet and emphasize that they may proceed using an education topic

to be completed in packet 6. They are told how to make the appointment to check out. Then they may begin walking through it.

The student is on her own. She actually could have done the job without attending the seminar because the information is given in the packet itself, but the seminar appears to lend a head start to those who do attend. In doing the work, the student may at any time ask at the circulation desk for materials she cannot find or about instructions which don't seem to make much sense; she may work together with others; but she must visit the various sections of the library and manipulate the references to be able to complete the packet and go on to the check-out procedure.

One of the great drawbacks of the packet system is that edition updates may/changed page numbers, sections, etc. We attempt to handle that kind of change by inserts in the packet itself or by pasting the correction to the cover of the new edition of the Thesaurus of ERIC Descriptors or the Library of Congress Subject Headings Catalog (our "Big Red"!). One other great drawback of the system arises now: the assessment part. It is very time-consuming. On the other hand, we are there to serve and teach students, and those functions take time. This really is precisely what we do want to have happen: a student discusses a search strategy and a set of tools specific to her discipline on a one-to-one basis with a librarian who makes certain some understanding has taken place. I do find though, that I cannot handle many more than two or three check-outs per day and be really certain of what the student has done and can apply.

In the interview I want to make certain that some connections have been made. I generally proceed by trying to get to know the student a little better; name, possible major, home town, year at Doane. Then I check to see if the blanks have been filled in (really to spot any obvious trouble) and ask if the packet has given her any trouble; does she have any questions left about the assignment; does she have any comments about the packet which might make it clearer or more helpful. So many times I get, "Boy! I sure wish I'd done this earlier!" As I ask the rest of the questions the student is allowed to look in the packet if it helps to refresh her memory.

We go from the specific, discussing the literature of her discipline, to the general: How can you use the search procedure to do a paper in biology? Where did the packet suggest that you begin? Why? What is it good for? How does that assist you in amassing a body of references on your topic?

If it is like pulling teeth to get an answer from the student, I go over the things I sense are still a mystery, indicating what I'm going to want to know, and send her back to do it again. Generally I am kinder than that, and give hints such as, "If you understand the concept of the Thesaurus of ERIC Descriptors and what it is used for, what, then is the 'The Thesaurus' for the card catalog?" She then makes another appointment to check out.

There is no penalty for not finishing but sooner or later the skills must be mastered before her card is signed. I also have the option for the less verbally oriented of going out to the Reference area and saying "show me"!

For every discipline where it is possible we teach a search strategy which uses the selection of a subject encyclopedia from a point-of-access subject arranged printed display listing our disciplines and the reference tools for each. The encyclopedia article gives background and some estimation of how large the topic is. The bibliography is to be followed to the card catalog.

A catalog card is a lead to at least four possible places to look for more books on the same topic (through the two call numbers, through the bibliographies, via the subject headings). We talk constantly about "bib and browse". Also the process of teaching the specific literature tools, leads to use of the card catalog and the search technique; in investigating the tools, the process emerges.

We do not teach library skills exclusively through the packets as you have seen. We use various media and techniques in conjunction with the student guided exercise. We do always attempt to link the teaching with a problem to be solved soon in the future, hopefully within a week of the first encounter with the tools. It is with this point-of-access philosophy that the motivation to learn occurs and we use it even in the Saturday morning HELP sessions. (An invitation is shown here.) Appendix VI.

To begin getting packets written in other disciplines besides education, (specifically psychology and economics, English and art) we invited Dr. Jerry Woolpy from Earlham's Biology and Psychology departments to speak at a final faculty meeting last year. In the afternoon he addressed the faculty who were signed up to make a little extra cash doing the writing during that summer. (I'll be happy to discuss funding with anyone who wishes to ask about it.) He was charged with bringing with him samples of many kinds of exercises and he did. I have some of those that are left here. Many of my faculty are thinking about creating exercises and I'll probably never see most of Earlham's exercises again! It was he, with the support of his librarian, Tom Kirk, who decided the integration of the exercises into course structure could function very much as you have seen it here today. He also emphasized very strongly the need to repeat the process at least twice.

The process of constructing the packets stimulates a very strong working relationship between the faculty and the library staff. The teachers appear from time to time with details of the assignment they have given. We discuss the problems with the packet as assigned before and figure out what could be done to improve it. We generally know when the assignment is due and can figure the times our traffic will be greatest.

When the exercises are constructed by the faculty in the Library, (so far, only during the summer) we can work closely with them and have the tremendous advantage of updating a collection to their specifications with direct relationship to the assignments. They state what it is that they intend to teach and together we look at the collection, bring it up to date and sometimes add new references or withdraw old.

The consultant worked very well with the faculty. And the fact that he is a faculty member and not a librarian was excellent. His most pertinent article is this: (number 13 on the bib) and he brought along a set of his own objectives which have been helpful. Much of what Earlham has contributed is given in this volume of "working models".

Problems with the system include the need for someone to oversee evenness; to track what any one particular Doane Student is going to experience as a total balance during the 4 years, the need for Updating and the Assessment Time involved, already mentioned.

To sum up my feeling about the process, I would like to relate an incident which came up the day Dr. Woolpy was here. A local high school librarian was apologizing for the calibre of student she felt she was laying on the post-secondary institutions they attended, and she placed part of the problem on the shoulders of the teachers at the high school. "They just have no feel for the importance of these skills."

My reply was that I believe the special emphasis we've placed on packet 10 and the thorough program in that area hopefully will be circular. It is our way of saying we hope to send her teachers who <u>will</u> recognize the power of information search techniques in the library and the need for the curriculum integration of these skills to access this information.

However.....Alle Anfang ist schwer!

Appendix I

METHOD	ADVANTAGES	DISADVANTAGES
Guided Tour	Introduces the student to the general layout of the library. Indicates location and range of library services available.	Least effective method of lib instruction. For various reas (e.g. size of the tour group, time when most tours are usua given) very little of what is said on the tour is remembere
Lecture	Live presentation in a classroom setting in a format which is familiar to the students. Allows you to teach relatively large numbers of students at the same time.	Students confined to a very passive role. Interaction between instructor and student is limited. Speed of delivery cannot be controlled by the learner. Sources described are not generally seen or used.
Subject Seminar/ Workshop	Group size is generally small permitting a good deal of interaction between instructor and students. Instruction is relevant and students are motivated to learn. Students see and actually use the library material.	Involves an extensive amount of staff preparation time.
Individual Instruction at the Reference Desk	Instruction is given at a time of need when the student is motivated to learn. Student is actively involved in the learning process	Many students are reluctant to approach the Reference Desk and ask for help. There are simply too many students and not enough reference librarians for this approach to work by itself.
Printed Handouts	Relatively inexpensive to produce and can be made available to large numbers of students. Can be developed during slack periods and made available for use as and when required.	Students are less print oriente than they once were. Sometimes difficult to get students to se print materials as useful and t read them.
Library Assignments/ Practical Exercises	Encourages the student to learn by doing. Provides hands-on experience in working with the actual library materials.	Students often not see the purpose of the exercise. Seen only as irrelevant busy work to be finished as quickly as possible and then forgotten.
A/V Presentation	Meets multi-media expectations of the students. Useful for orienting large numbers of students. Adaptable to different settings.	Take considerable time, money and expertise to prepare. Requir frequent and sometimes very costly updating.
Self-Instructional Material	Allows the learner to proceed at his/her own rate. Can be made available to any user at the time and point of need anytime the library is open. Reduces staff time required for instruction.	Take a long time to prepare initially. Lacks the personal touch.

Appendix II

Name _____

The Doane Plan indicates: "The proliferation of knowledge in today's world makes the acquisition of self-educating skills as important as the teaching of existing knowledge. 'Each student is therefore expected to develop competence in the use of the library, a liberal art that contributes to one's continuing education throughout life".

The Library staff is interested in assisting those students who may need help with library skills. Therefore, your results will be transmitted to the Library staff who then will be in a better position to help you.

A. Directions: This is a reproduction of an actual card from the card catalog. Use this card to answer the questions below.

Allen, Don, 1941-

P
92
.U5
E4 The Electric anthology : probes into mass media & popular culture / edited by Don Allen. -- Dayton, Ohio : Pflaum Pub., [1975].
ix, 198 p. : ill. ; 23 cm.
Includes index.

1. Mass media--United States--Addresses, essays, lectures. 2. United States--Popular culture--Addresses, essays, lectures. I. Allen, Don, 1941-

NbCrD 23 JUL 80 2043359 NBDAdc 75-5271r79

1. Would this card be filed under "E", "A", "M", or "T" ? _____
2. How many pages are in the book? _____
3. Can this same card be found in the catalog under the following headings?
   a. The Electric anthology. yes___ no___
   b. Probes into mass media & popular culture. yes___ no___
   c. Mass media--United States--Addresses, essays, lectures. yes___ no___
   d. Pflaum Publishers. yes___ no___
4. In what part of the card catalog will you find more cards for books on this topic? _____

B. Directions: Use this excerpt from the Readers' Guide to answer the questions below.

POWER resources
Energy crisis: optimistic look. Sci Digest 81:83 Mr '77
Learning about energy the hard way. P. H. Abelson. Science 195:733 F 25 '77
Unfreezing the future. C. J. Hitch. Science 195:825 Mr 4 '77
See also
Electricity supply

5. Where would you look to find the full title of the periodical which has the article, "Energy Crisis: Optimistic Look"? _____
6. What is the date of the magazine? _____
7. On what page is the article? _____
8. In what volume is it? _____
9. Under what subject heading in the Readers' Guide will you find similar articles? _____

Appendix III

Name _____

The Doane Plan indicates: "The proliferation of knowledge in today's world makes the acquisition of self-educating skills as important as the teaching of existing knowledge. Each student is therefore expected to develop competence in the use of the library, a liberal art that contributes to one's continuing education throughout life".

The Library staff is interested in assisting those students who may need help with library skills. Therefore, your results will be transmitted to the Library staff who then will be in a better position to help you.

A. Directions: This is a reproduction of an actual card from the card catalog. Use this catalog card to answer the questions below.

How children learn mathematics

QA
135.5
.C5957
1979

Copeland, Richard W.
How children learn mathematics : teaching implications of Piaget's research / Richard W. Copeland. -- 3d ed. -- New York : Macmillan, c1979.
vii, 419 p. : ill. ; 24 cm.
Includes bibliographical references and index.

1. Mathematics--Study and teaching (Elementary) I. Title

NbCrD 18 JUL 80 3609238 NBDAdc 77-28521

1. Would this card be filed under "M", "C", "T", or "H"? _____
2. How many pages are in the book? _____
3. Can this same card be found in the catalog under the following headings?
   a. Macmillan. yes___ no___
   b. Mathematics--Study and teaching (Elementary). yes___ no___
   c. Teaching implications of Piaget's research. yes___ no___
   d. Copeland, Richard W. yes___ no___
4. In what part of the card catalog will you find more cards for books on this topic? _____

B. Directions: Use this excerpt from the Readers' Guide to answer the questions below.

EXERCISE
Aerobic dancing. Il Mademoiselle 84:230-1 N '78
Aerobic hustle. T. Kreiter. Il Sat Eve Post 250: 32+ O '78
Anti-cramps exercises. Il Harp Bas 111:139 Mr '78
Back-saver exercises. Il Harp Bas 111:101 My '78
Way Dandy's five easy facial exercises: excerpt from Designing your face. W. Dandy. Il Good H 188:108 Ap '78
What makes Linda run? Il pors Seventeen 37: 132-5 Ap '78
See also
Body building
Exercising equipment
Health clubs
Jogging
Muscle strength
Sports
Walking

5. Under what subject heading in the Readers' Guide will you find similar articles? _____
6. Where would you look to find the full title of the periodical which has the article, "Back-saver exercises"? _____
7. What is the date of the magazine? _____
8. On what page is the article? _____
9. In what volume is it? _____

Appendix IV

Student Name _____

The Library Use Pre-test which you completed during Freshman Orientation Week indicates that we may be able to help in some ways to make the transition to college library use easier for you. Please go to the library any day or evening during the first three weeks of September and complete the following:

_____Use the audio-visual teaching module at the card catalog.

_____Read the printed point-of-access teaching module at the low Index and Abstracts shelves.

_____Pick up a printed "Search Strategy" and map of the Doane College Library.

Correctly complete the section of the pre-test indicated here:
How to read a catalog card_____
How to use the Readers Guide to Periodical Literature_____
(Check with a librarian to see if your answers are right)

Your professors at Doane will be requiring use of the Library and this extra assistance should be helpful in overcoming your initial unfamiliarity with the new collections and arrangements.

Remember: The most important thing to learn about the Doane College Library is to ASK FOR HELP if you need it!

COURSE-INTEGRATED INSTRUCTION OBJECTIVES

Audience: Students in courses which have a library related assignment.

Level I

Terminal Objectives

Student will be able to:

a. Use the card catalog to locate specific books by author, title, and subject.

b. Use the LC subject headings list to locate alternative subject headings for specific topics.

c. Locate a specific book on the shelf.

d. Use the appropriate periodical index to locate specific information in periodicals.

e. Use the Serials Print-Out to find out whether Parkside owns a particular periodical.

f. Locate the periodicals back files in the Library.

g. Use an index to locate specific newspaper articles.

h. Use a specialized dictionary or encyclopedia to locate background material on a specific topic.

Level II

Terminal Objectives

Student will be able to:

a. Develop a search strategy based on his informational needs.

b. Identify and use specialized reference tools to find information for his specific need.

From the University of Wisconsin-Parkside Library's 1976 report

Appendix VI.

TO: Doane Students

FROM: Peg Smith, Librarian

RE: Term paper/Research paper HELP

Wednesday evening, April 25, from 7 pm to 9 pm, will be two hours in which you may get extra special help on background searching for your term papers or research papers. (You may always ask for this kind of help at the library. In fact, you should, because that is why we are here.)

This special HELP session will be keyed to your needs for information that will allow completion of quality research pepers. BUT you must submit your topic at least five days in advance in order to allow library staff to decide what aids to teach in order to solve your particular problem.
Fill out the coupon below and return to Peg Smith at the library on or before Saturday, April 21, and then BE CERTAIN TO ATTEND! You will receive an individualized search strategy for your problem.

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PROJECT LOEX
Suggests:

TO SET UP A PROGRAM...

I. Study your environment:

a. Study your academic environment (courses, requirements, programs)
b. Make a profile of your students
c. Make an assessment of your library (materials, personnel)
d. Discuss tentative ideas with administrators (library and others)
e. Discuss tentative ideas with faculty
f. Assess interest of all these groups regarding a library instruction program
g. Decide which type of program would be most practical and effective in your situation
h. Discuss your ideas and proposed program with entire staff and all administrators before finalizing the plans.

II. Plan the Library Instruction Program

a. Write objectives for the planned program utilizing faculty, staff, and administrative input
b. State your personnel needs in specific terms and provide clear responsibilities
c. List possible instructional materials to be prepared
d. Compose a tentative budget
e. Plan for some type of evaluation of the program

TO IMPLEMENT A PROGRAM...

I. Publicize the program to

a. the library staff
b. the faculty
c. the students
d. all administrators

II. Prepare instructional materials to support your library instruction

a. printed guides, orientation handouts, worksheets, bibliographies, evaluations
b. Media materials if needed: transparencies, posters, slides, tapes, films, videotapes

III. Test your program on a limited portion of your population to make ramifications.

IV. Implement your program fully

a. Involve as many members of your staff as possible
b. Keep detailed statistics
c. Do some evaluation each year
d. Write yearly objectives
e. Continue to publicize the program

Videotape as an Aid to Bibliographic Instruction

Janet Key and Thomas A. Tollman

Reference Department

University Library

University of Nebraska at Omaha

Paper Presented at the College and University Section - Spring Meeting

Nebraska Library Association

Wayne State College

Wayne, Nebraska

April 23, 1981

The Reference Department of the UNO Library had developed a very effective library instruction program for the beginning undergraduate. This program was described in a Resources in Education paper written by Clark Hallman and entitled "A Library Instruction Program for Beginning Undergraduates", ED 188 633, November, 1980. It was decided to further improve this program through the use of videotape.

This library instruction program is used specifically with students enrolled in the University Division. The University Division, established in the 1962-63 academic year, provides a setting in which the student who has not yet made a definite choice as to a major is free to take an exploratory program of studies. A staff of full-time counselors is available to assist the student in finding suitable personal, educational, and career goals. Establishing good study habits and finding a sense of purpose and direction are goals, and if attained will increase the student's chances of success in a college program. A one-credit hour Academic Career Development course is required of all freshmen in the University Division. This course stresses study skills development, career exploration, efficient library usage, and offers a student weekly contact and interaction with a University Division counselor. As part of the efficient library usage, two weeks out of each semester have been set aside for library instruction. In these two weeks there are four class meetings in the library. The first session each week, the class is presented library instruction by the Reference Department. The second session of each week is set aside for the students to complete a workbook designed to follow and reinforce the lecture. A copy of this workbook was included in Mr. Hallman's RIE paper. The two library instruction classes are to help the student achieve independence and competence in understanding how to use certain library resources and to

help the students develop a positive attitude towards the library. The first of the two library instruction classes deals with departments within the library, policies and services of the library, use of the card catalog, Library of Congress Subject Headings, indexes, periodicals and how to locate them in the library. The second class instructs the students in the use of newspaper indexes, abstracting services, the Monthly Catalog of U.S. Government Publications, and how to locate newspapers and documents in the library. This second session of Academic Career Development was chosen to videotape first, since it dealt with more specific resources and yet was shorter in time length.

The Academic Career Development library lectures have been given by professional librarians in the Reference Department, and in the last two or three years, help from the non-professional Reference Technologists was sought. For the past few years, these lectures had been given with the use of slides to complement an oral lecture. This slide/lecture method of presentation had proved successful, but a more efficient, exact, and less time-consuming method was desirable. As the University increased its enrollment, so did the Academic Career Development classes increase in number and size. In the Spring of 1980 library instruction was presented to 10 ACD classes and reached approximately 181 students. In the Fall of 1980 there were 16 ACD classes and the Reference Department instruction reached 327 students. In the Spring of 1981 there were 11 classes with a total enrollment of 205 students. Traditionally, Fall semester classes are larger than Spring semester. At the same time the ACD classes were increasing, the Reference Department faculty was decreasing due to to budgetary constraints and vacancies. Thus it was becoming increasingly important to find a more efficient way to provide library instruction.

There have been increasing demands on the Reference staff to present

library instruction lectures. In 1979-80, we gave 210 lectures to approximately 3500 students. In the interest of maintaining our personal contact and carefully tailored lecture system, we wanted to find ways to minimize constant repetition of frequently delivered general lectures. Computerized database searches and faculty status (and expectations) arrived simultaneously in the summer of 1979 and have increasingly encroached on the time available to Reference staff members. Our Reference Desk is open 77 hours a week, and we have at least one professional on the desk each of these hours. Our staff consists of 6 professionals and 2 paraprofessional FTE.

Our feeling was that we could select a few frequently repeated lectures and put them on videotape so that we could free more time to follow up with the students more effectively. We tried to make a very high quality tape to eliminate the variation among the different lectures and among various presentations by the same lecturer.

We had the advantage of having both moral and financial support from the library administration. The director funded our first tape - when the bill came in for $800 he authorized payment for a tape that was sixteen minutes long. After seeing the results and evaluation of the first tape, the director authorized funding for taping the second lecture as well.

Another great advantage was having access to good facilities and expertise. Our library owns a 6' projection TV as well as videotape recorders and monitors. The University runs a TV station and has excellent staff and equipment.

Once the decision had been made to produce the tape there were several other decisions to be made. The first of these was whether to tape on-site in the library with portable equipment or tape the lecture in the TV studio, bringing the items to be discussed along with us.

We chose to tape in the library for several reasons: it allows students who are typically not familiar with the building to see the spatial relationships among the different departments and resources; they are able to see how one moves from the L.C. Subject Headings volumes to the subject portion of the card catalog, for example. They can see what each tool looks like and where it is located in the building.

A draw-back we saw in choosing this course is that we wound up with a presentation that is quite library-specific. That is, since we refer to "Index Table 5 . . ." or "Abstract Range E . . ." the tape is not readily adaptable to other libraries. In this form our tape is very appropriate for use with other introductory classes beyond University Division, since the library resources we introduced are very widely used in virtually all subject areas of academic study. The tape, at 16 minutes, is short enough that we can introduce it, show it, and follow it up either with reinforcement of the concepts covered or with follow-up into more subject-specific tools related to the needs of a particular class.

We were fortunate in having as our departmental coordinator for the University Division program a strong, self-disciplined person who worked hard to bring the project to completion. What we hadn't realized before was that she was a "natural talent" on-screen. We had considered using different librarians in various segments of the tape, but decided to go with our strength when we discovered a star in our midst.

Our campus television station, KYNE, obviously played an important part in our decision to make the videotape. They gave us advice at each stage of production and carried out all the technical work. Once the decision had been made to shoot the videotape, our first task was to prepare a script. We recorded an actual lecture on audiocassette,

transcribed it and had this draft typed, then read through it in front of several reference department colleagues. Many small refinements were made in this process, so we feel we strengthened and improved the lecture we arrived at by consensus.

Our next step was to "block out" the lecture with the TV station producer/director in the library to plan the shooting. A few days later the producer/director was back with a cameraperson, camera, and recording equipment, and we spent two and a half hours taping.

The most critical and most time-consuming portion was the editing process. The two authors spent 1½ hours with our director giving her an even better feel for what we wanted to show, then left her to edit for several more hours. The next day we went back to view the "finished product" on 1" tape. At this stage we made a few very minor suggestions which were incorporated into this master tape and the final copy was dubbed onto 3/4" videocassettes. We keep the original first copy in our archives. Our second copy is kept in the Reference Department and is used when we give lectures. A third copy is kept in the Library Media Center and is available for any patron to view at any time the building is open.

To evaluate the effectiveness of the videotape as compared to the slide/lecture method of presentation, a questionnaire was provided to students viewing the videotape. Out of the 11 classes in Spring of 1981 that received instruction, 7 of these were shown the videotape and the remaining 4 received the usual slide/lecture presentation. Members of the Reference Department responsible for presenting the lectures were unanimously in support of the videotape, as were the ACD professors. All felt that the videotape presented the subject matter in a logical, easy to understand manner. All felt that it was a vast improvement over

the slide/lecture presentation because of the professional time it would save and because of the uniformity and clarity of presentation. The workbooks which were completed by all ACD students, those viewing the videotape and those receiving the slide/lecture, were graded by members of the Reference Department. Comparison of grades between those viewing the videotape and those receiving the slide/lecture showed no apparent differences. So it would seem that both methods of presentation were equally effective in teaching the students how to use certain library resources.

The questionnaire which was returned by 28 students compared the slide/lecture given in the 1st library presentation to the videotape viewed in the 2nd session. Through this questionnaire the students could give their opinion on which type of presentation they preferred, although the actual library resources covered in the two presentations were different. Of the 8 questions, the first 5 could be answered slide/lecture, videotape, or no difference. It was felt that even if the majority of students ruled that there was no difference in presentations, the Reference Department would still "win". That is, the Department could provide library instruction with more ease and flexibility using the videotape. The questions were answered as follows:

UNIVERSITY DIVISION
LIBRARY ORIENTATION

Instructor_____

	slide/ lecture	videotape	no difference
1. Which presentation was more informative?	2	18	8
2. Which seemed to present the information more clearly?	3	23	2
3. Which presentation was more interesting to you?	2	20	6
4. Which of the presentations was more useful in helping you use the library?	4	17	7
5. Which held you attention better? (1 - none)	4	18	5

6. Were there technical problems that distracted from the presentation?

slide/lecture yes - 6 no - 22

videotape yes - 0 no - 28

7. Did you understand the subject matter?

slide/lecture yes - 27 no - 1

videotape yes - 27 no - 1

8. How would you prefer to obtain this information about the library? (Number in order of preferences, with number 1 being your first choice, number 2 being your second choice, etc.)

	1st	2nd	3rd
slide/lecture -	3	15	2
videotape -	17	2	6
asking your teacher -	2	1	7
ask your librarian -	4	5	9
reading a library instruction handbook -	2	4	2

(2 had no 3rd choice)
(1 had no 2nd choice)

As you can tell, our evaluations were largely subjective and impressionistic, but our results were very positive and encouraging. To make our evaluation even more difficult, there was a snowstorm on one of the class presentation days. And although this made it difficult to count just how many students received the slide/lecture or viewed the videotape, we were grateful for having the videotape. Many of the students who could not make it to class returned to the library and individually viewed the videotape and were then able to complete their workbook. We are now in the process of videotaping the first ACD library presentation so that this Fall the Reference Department will be ready to present library instruction to all ACD classes and know that all will be presentations well done and consistent.

COLLECTIVE BARGAINING IN MIDWEST LIBRARIES BY 46

BOB CARMACK AND JOHN OLSGAARD

Collective bargaining has drawn the attention of academic librarians for some time now. Many of the collective bargaining activities occuring in institutions of higher education have been reported in the literature as have articles dealing with the theoretical aspects of collective bargaining. There has been, however, no statistically viable study of collective bargaining for college and university librarians, on an individual basis, on a nationwide scale.

During the months of February and March, 1981, a stratified random sample of personal members of the Association of College and Research Libraries was conducted. Stratified by regions of the United States, the survey was mailed to 700 members of the Association of College and Research Libraries, to which 60.4% responded. A model of five regions was established with the composition of states within each region being drawn from previous research. In addition, in March, 1981, a survey of academic librarians in the state-supported system of higher education in South Dakota was conducted, using the same survey instrument. Librarians under control of the Regents of Higher Education in South Dakota are included in a collective bargaining agreement now in its second year of force between faculty of the system, a unit of the National Education Association, and the Board of Regents. The authors of this paper wanted to measure their attitude toward collective bargaining as a result of this experience. Thirty-six questionnaires were sent to academic librarians in South Dakota, of which 23 were returned.

The purpose of this paper, then, is to extrapolate data from the nationwide survey as it relates to the Midwest region, i.e. the states of Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri,

Nebraska, North Dakota, Ohio, South Dakota, and Wisconsin, and to discuss and compare that data with that of South Dakota. We hoped to measure the level of collective bargaining activity occuring in the region, the attitude of librarians involved in collective bargaining toward unionism, and to measure the effects of different variables on the respondents. Again, a comparative approach to the findings of the South Dakota survey will be presented. The survey instrument used was one based on the questionnaire developed by Jean R. Kennelly in her article, "The Current Status of Academic Librarians' Involvement in Collective Bargaining: A Survey," which appeared in Collective Bargaining in Higher Education, edited by Millicent Abell and published by the American Library Association, 1976. The survey can be found on pp. 89-90 of that publication. Permission of the author was granted to use and modify the form for our purposes.

In compiling the data we asked certain demographic questions which we hoped would also shed some light on the academic library profession as a whole. Some interesting statistics about midwest academic librarians emerged. In the midwest, 52% of academic librarians are female and 48% are male, which contrasts with our findings that the national make-up of the academic librarians' world is 60% women and 40% men. Female academic librarians in the midwest have, on the average, been in the profession 14.7 years, have held 2.6 positions, and have been at their present position 10.7 years. Their male counterparts, on the average, have been in the profession 18.4 years, have held 3.6 positions, and have been in their present position 10 years. 83% of midwest academic librarians have either faculty rank or faculty status, with faculty rank being defined as

faculty privileges without tenure, while status includes eligibility for tenure. 66% hold faculty status, while 17% have only rank. 45% hold at least one degree beyond the Masters' in Library Science. Of this breakdown, 43% of the women and 57% of the men hold additional degrees. In terms of supervision, men in the midwest tend to supervise more professional librarians than do women. 52% of academic librarians in the midwest supervise other professional librarians. Of this number, 42% of women academic librarians supervise other professional librarians, while 64% of the men supervise other professional librarians. On the average, women academic librarians in the midwest supervise 3.1 professionals, while their male counterparts supervise 7.3 professionals. This compares to a national mean of 4.8 professionals supervised by females and 10.1 professionals supervised by males.

By contrast, in South Dakota 39% of academic librarians in the state-supported system of higher education are women, and 61% are men. Female academic librarians in South Dakota have, on the average, been in the profession 15.4 years, have held 2.6 positions, and been in their present positions 8.7 years. By contrast, male academic librarians in South Dakota have, on the average, been in the profession 14.4 years, held 3.6 positions, and been at their present position 8.4 years. 39% of South Dakota's academic librarians have an additional degree beyond the Masters' in Library Science, and all professional librarians in the state-supported system of higher education in South Dakota have faculty status. On the average, women academic librarians in South Dakota supervise two professional librarians, while men supervise 4.4 professional librarians.

So much for demography -- How about collective bargaining

The data indicates that some 22% of all college and university librarians in the midwest are involved in collective bargaining activities which is close to the national norm of almost 25%. The data also revealed that, of those under some form of collective bargaining 94.4% were under the same contract as were other faculty members on their campus. 5.6% were represented by a locally developed bargaining unit.

It would be appropriate at this point in the paper to share with you the attitudinal questions which were posed to participants in the survey (TABLE I). As you will note, these relate very directly to perceptions important to librarians in their involvement and interaction with their primary users and administrators.

It is an established fact that individuals become members of collective bargaining groups to further personal needs, and data from our survey tends to confirm this point. It was not unexpected that responses to questions which scored highest in the category "change for the better" in the midwest related closely to personal gain (TABLE II). These are, in descending order:

Q. 16: Salaries
Q. 21: Due Process
Q. 3: Relationship with faculty
Q. 18: Fringe benefits

Nationally, the same four were highest, but in different order (21, 16, 18, 3). I should note that it is not the intent of this paper, nor was it the intent of our survey, to determine causal relationships. We'll leave that discussion for either the coffee break or for other researchers.

South Dakota departed from the midwest "norm" in some respects. The three highest responses in the category "change for the better" in South Dakota were, again in descending order:

Q. 21: Due process
Q. 20: Promotions

As the interest in collective bargaining on South Dakota's campuses has been, and is, much more pronounced on the college level, we were somewhat interested to see how the responses at the two levels would compare to midwest "norms." At the college level in South Dakota, the highest percentages for "change for the better" occured in:

Tie	Q. 21:	Due process	(50%)
	Q. 22:	Work schedules	(50%)
	Q. 23:	Length of workday	(40%)

At the University level in South Dakota, top responses for "change for the better" were:

	Q. 21:	Due process	(62%)
	Q. 20:	Promotion	(54%)
Tie	Q. 16:	Salaries	(31%)
	Q. 17:	Tenure	(31%)

Comparatively, in colleges in the midwest, "change for the better" was noted in:

	Q. 16:	Salaries	(73%)
	Q. 3:	Relationships with the faculty	(64%)
Tie	Q. 18:	Fringe benefits	(55%)
	Q. 21:	Due process	(55%)

At the University level, "change for the better" was felt to have occured primarily in:

Q. 21:	Due process	(50%)
Q. 24:	Number of days in the work year	(50%)

Positive change, to a lesser degree, was also noted in:

Q. 13: Participation in policy determination
Q. 14: Participation in decision making in general
Q. 16: Salaries
Q. 19: Leaves and vacations
Q. 20: Promotions

Conversely, only midwest academic librarians at the university level identified any significant areas where collective bargaining had negatively impacted relationships. 50% of university librarians thought that relationships with library administrators had suffered, while roughly a third felt that relationships with campus administrators and the quality of library services had deteriorated as a result of collective bargaining. One could view these responses as support for the feeling that many of us have, or have experienced, that collective bargaining tends to establish an adversarial relationship with administrators.

What is important to interject and emphasize here is that the responses to both our national survey and the South Dakota survey in the categories of "change for the better" and "change for the worse" is that the percentages for either one were not overwhelming. By and large, the most obvious generalization which can be made by looking at the numbers is that most academic librarians feel that collective bargaining has produced no change. As you'll note, only two questions, (16 and 21), from the midwest responses and one, (21), from South Dakota show percentages of change exceeding 50%. Our results seem to suggest that academic librarians feel that collective bargaining, by and large, has resulted in no change.

The response to the attitudinal questions on the basis of sex yields some interesting data (TABLE III). I should interject the

caveat here that in extrapolating the data for the midwest and in making inferences from this information some of the cells contain small numbers of responses which could be altered rather significantly if the survey were more broadly focused.

As you'll note in the table, women academic librarians in the midwest felt rather strongly that relationships with the faculty (Q. 3), salaries (Q. 16), and due process (Q. 21) had changed for the better as a result of collective bargaining. South Dakota's female academic librarian, by comparison, felt that due process (Q. 21), promotions (Q. 20), and participation in decision-making in general (Q. 14), had produced the most change for the better.

Male academic librarians in the midwest felt that change for the better had occured in salaries (Q. 16), personnel allocations (Q. 9), due process (Q. 21), and work days (Q. 24), while South Dakota male academic librarians felt that change for the better had occured in due process (Q. 21), promotion (Q. 20), and work schedules (Q. 22).

Conversely, female academic librarians in the midwest felt that change for the worse had not occured significantly in any area, while only in the area of professional autonomy (Q. 15) did South Dakota female academic librarians feel that a change for the worse had happened. Male librarians in the midwest felt that change for the worse had resulted in the areas of relationships with library administration (Q. 1), relationships with campus administrations (Q. 2), and in the quality of library services (Q. 6). Male academic librarians in South Dakota shared the concern of their midwest counterparts that relationships with campus administrators had suffered as a result of collective bargaining and also felt

that personnel allocations (Q. 9) had been somewhat of a casualty of the process. Again, on the basis of sex, the responses either for change for the better or change for the worse are not great and only serve to reemphasize that the greatest percentage of respondents feel, to date, that there has been no change as a result of collective bargaining.

Two other areas of interest that we might discuss for a few moments are attitudes toward collective bargaining based on years of experience, as well as from the viewpoint of supervisors versus non-supervisors.

Measuring experience was done in two samples: those with 0-15 years experience and those with more than 15. In the experience data (Table IV), both samples felt that changes for the better had occured in relationships with the faculty (Q. 3), in salaries (Q. 16), and in due process (Q. 21). Those in the 15 years or less bracket found no significant areas where change for the worse had occured, but their counterparts with more than 15 years experience felt that negative results had happened in relationships with library administrators (Q. 1), and to a lesser degree, in relationships with campus administrators (Q. 2), and in the quality of library services (Q. 6).

Their colleagues in South Dakota, in both categories of experience, agreed that due process (Q. 21) had become better, but differed somewhat in identifying other areas where change for the better had occured. Librarians with less than 15 years of experience believe that changes in promotion (Q. 20) and due process (Q. 21) have become better. Their counterparts with more experience share the feeling that due process has gotten better, but felt that some

change for the better had occured in work schedules (Q. 22), and to a lesser extent, in relationship with library administrators (Q. 1), campus administrators (Q. 2), and with faculty (Q. 3), as well as in the quality of library collections, promotions, length of workdays, and number of workdays.

It is interesting to note that those with 15 years or more of experience felt that changes for the worse had occured in the areas of personnel allocations, professional autonomy, and promotions.

In the case of supervisors versus non-supervisors (TABLE V), midwest academic librarians who did not supervise found greatest change for the better happening in the areas of relationships with the faculty (Q. 3), tenure (Q. 17), and work schedules (Q. 22). To a lesser degree, they also found change for the better in leaves and vacations (Q. 19) and promotions (Q. 20), as well as number of workdays (Q. 24). Supervisors, on the other hand, see greatest change for the better in tenure (Q. 17), and to a lesser degree, work schedules (Q. 22). Their South Dakota counterparts saw change for the better occuring in the areas of due process (Q. 21) for the non-supervisor, while supervisors felt that change in promotion (Q. 20) and due process (Q. 21) were areas of greatest change.

In summary, what quantitative conclusions can be drawn from this discussion as it relates to academic librarians and their attitude toward collective bargaining? Demographically, we in the midwest are not all that far off from the national "norms" in terms of make-up of the profession by sex and in faculty status and rank. Some variations are noted in that female and male academic librarians in the midwest tend to supervise fewer professionals than the national norm.

Comparatively speaking, South Dakota librarians depart from the midwest norm in the breakdown of the profession by sex and somewhat in holding additional degrees, but hold fairly steady in terms of numbers of positions, years in the profession, and length of stay at their present location.

As it relates specifically to the impact of collective bargaining, midwest academic librarians involved in the process are fairly close to the national norm and feel, as do their counterparts across the country, that collective bargaining has had little change upon their professional involvements. The study also indicated that where change had positively occured, it happened more often in areas of personal benefit (e.g. salaries and due process) and had changed for the worse in areas of an organizational nature (e.g. relationships with administrators). Further, and lastly, the variables of sex, experience, and supervisory duties did not make significant differences in responses.

Again, let me emphasize in closing that causal relationships were not a part of our study. Whether unionization is good, bad, or indifferent for the profession or its individual members remains a question for others to study. We feel that this study has been a step along the path to that collective decision, but also recognize that the changing dynamics of collective bargaining are such that our survey should be repeated periodically in order to gauge, and react to, changes in attitude toward collective bargaining among our colleagues across the country.

TABLE I

ATTITUDES TOWARD COLLECTIVE BARGAINING

With regard to the effects of collective bargaining on the status of academic librarians on your campus, please mark the below categories with the following numerals:

Change for the better = 1
Change for the worse = 2
No change = 3

1. Relationship with library administration _____
2. Relationship with campus administration _____
3. Relationship with the faculty _____
4. Relationship with the students _____
5. Relationship with the public _____
6. Quality of library services _____
7. Quality of library collections _____
8. Budget allocations _____
9. Personnel allocations _____
10. Selection of clericals and paraprofessionals _____
11. Selection of librarians _____
12. Selection of library administrators _____
13. Participation in policy determination _____
14. Participation in decision making in general _____
15. Professional autonomy _____
16. Salaries _____
17. Tenure _____
18. Fringe benefits _____
19. Leaves and vacations _____
20. Promotion _____
21. Due process (right to appeal alleged unfair practices) _____
22. Work schedules _____
23. Length of workday _____
24. Number of days in work year _____

TABLE II

ATTITUDINAL RESPONSES

QUESTION	Better		Worse		No Change	
	Mid.	% S. D.	Mid	% S. D.	Mid	% S. D.
1.	11	13	22	09	61	78
2.	17	22	17	13	61	65
3.	44	13	--	--	50	87
4.	11	--	11	--	78	91
5.	--	--	11	13	83	87
6.	11	09	11	09	72	82
7.	11	09	06	04	78	87
8.	06	09	11	09	78	82
9.	22	09	--	17	72	74
10.	06	--	--	04	89	96
11.	06	17	06	04	83	78
12.	11	04	06	09	78	83
13.	22	17	11	09	61	74
14.	22	17	11	09	61	74
15.	17	13	06	13	72	70
16.	56	17	--	13	33	70
17.	22	17	--	09	61	70
18.	39	13	--	04	50	83
19.	33	04	--	04	61	91
20.	22	43	--	13	72	43
21.	50	57	--	04	44	39
22	22	26	--	09	72	65
23.	22	22	--	04	72	74
24.	33	17	--	04	56	78

TABLE III

ATTITUDINAL RESPONSES BY SEX

QUESTION	FEMALE						MALE					
	+		-		N/C		+		-		N/C	
	Mid	SD	Mid	SD	Mid	SD	Mid	SD	Mid	SD	Mid	SD
1.	10	--	10	--	80	100	13	21	38	14	38	64
2.	20	--	10	--	70	100	13	36	25	21	50	43
3.	70	--	--	--	30	100	13	21	--	--	75	79
4.	10	--	--	--	90	100	13	--	13	14	63	86
5.	--	--	10	11	90	89	--	--	13	14	75	86
6.	10	--	--	--	90	100	13	14	25	14	50	72
7.	10	--	--	--	90	100	13	14	13	07	63	79
8.	--	--	--	20	80	100	13	14	--	14	75	72
9.	10	--	--	11	90	89	38	14	--	21	50	64
10.	--	--	--	--	100	100	13	--	--	07	75	93
11.	10	11	--	--	90	89	--	21	13	07	75	72
12.	10	--	--	--	90	100	13	07	13	14	63	71
13.	20	11	10	--	70	89	25	22	13	14	50	64
14.	20	22	10	--	70	78	25	14	13	14	50	72
15.	20	11	--	33	80	56	13	14	13	--	63	79
16.	60	--	--	11	30	89	50	29	--	14	38	57
17.	30	11	--	11	60	78	13	21	--	07	63	64
18.	50	--	--	--	40	100	25	21	--	07	63	71
19.	40	--	--	11	60	89	25	07	--	--	63	93
20.	30	33	--	11	70	56	13	50	--	14	75	36
21.	60	33	--	11	40	56	38	71	--	--	50	29
22.	30	--	--	11	60	89	13	43	--	07	75	50
23.	30	--	--	11	70	89	13	36	--	--	75	64
24.	30	--	--	11	60	89	38	29	--	--	50	71

TABLE IV

ATTITUDINAL RESPONSES BY YEARS OF EXPERIENCE

QUESTION	0 - 15						15 --					
	+		-		N/C		+		-		N/C	
	Mid	SD	Mid	SD	Mid	SD	Mid	SD	Mid	SD	Mid	SD
1.	10	07	10	07	80	87	14	25	43	13	43	63
2.	20	20	10	13	70	67	14	25	29	13	57	63
3.	50	07	--	--	50	91	43	25	--	--	57	75
4.	10	--	--	07	90	93	14	--	14	13	72	87
5.	--	--	10	13	90	87	--	--	14	13	86	87
6.	10	07	--	13	90	80	14	13	29	--	57	87
7.	20	00	00	00	80	100	--	25	14	13	86	62
8.	10	07	20	07	70	86	--	13	--	13	100	74
9.	20	13	--	07	80	80	29	--	--	38	71	62
10.	10	--	--	07	90	93	--	--	--	--	100	100
11.	--	20	--	07	100	73	14	13	14	--	72	87
12.	10	07	--	13	90	80	14	--	14	--	72	87
13.	20	20	10	13	70	67	29	13	14	--	57	87
14.	20	20	10	13	70	67	29	13	14	--	57	87
15.	20	20	--	07	80	73	14	--	14	25	72	63
16.	70	27	--	13	30	60	50	--	--	13	50	87
17.	30	20	--	07	70	67	20	13	--	13	67	74
18.	50	13	--	--	50	87	33	13	--	13	67	74
19.	30	-7	--	07	70	86	43	--	--	--	57	100
20.	10	53	--	07	90	40	43	25	--	25	57	50
21.	40	53	--	--	60	47	71	63	--	12	29	25
22.	30	20	--	13	70	67	14	37	--	--	86	63
23.	30	20	--	07	70	73	14	25	--	--	86	75
24.	33	13	--	07	67	80	43	25	--	--	57	75

TABLE V

ATTITUDINAL RESPONSES BY SUPERVISION

QUESTION	NON-SUPERVISORY						SUPERVISORY					
	+		-		N/C		+		-		N/C	
	Mid	SD	Mid	SD	Mid	SD	Mid	SD	Mid	SD	Mid	SD
1.	22	12	22	12	56	76	--	17	25	--	75	83
2.	33	18	22	12	44	70	--	33	12	17	88	50
3.	67	12	--	--	33	88	25	17	--	--	75	83
4.	22	--	--	06	78	94	--	--	12	17	88	83
5.	--	--	11	06	89	94	--	--	12	33	88	67
6.	22	06	11	06	67	88	--	17	12	17	88	66
7.	22	12	--	06	78	82	--	--	12	--	88	100
8.	11	06	11	12	78	82	--	17	12	--	88	83
9.	22	--	--	18	78	82	25	33	--	17	75	50
10.	11	--	--	--	89	100	--	--	--	17	100	83
11.	11	06	11	06	78	88	--	50	--	--	100	50
12.	22	--	11	06	67	94	--	17	--	17	100	50
13.	33	18	22	06	45	76	12	17	--	17	88	66
14.	33	24	22	06	45	70	12	--	--	17	88	83
15.	33	12	22	12	45	76	12	17	--	17	88	50
16.	33	12	11	18	56	70	--	33	--	--	100	67
17.	67	12	--	12	33	76	50	33	--	--	50	17
18.	44	06	--	06	56	88	--	33	--	--	100	67
19.	56	--	--	06	44	94	25	17	--	--	75	83
20.	56	30	--	18	44	52	12	83	--	--	88	17
21.	33	47	--	06	67	47	12	83	--	--	88	17
22.	67	24	--	12	33	64	38	33	--	--	62	67
23.	33	18	--	06	67	76	12	33	--	--	88	67
24.	44	12	--	06	56	82	25	33	--	--	75	67

A COLLECTION ANALYSIS AND DESELECTION PROGRAM AT THE UNIVERSITY OF NEBRASKA AT OMAHA UNIVERSITY LIBRARY

Prepared by John Reidelbach
Chairperson, Acquisitions Dept., UNO

"What's in a name? That which we call a rose by any other name would smell as sweet".[1] Whether one calls it purging,[2] weeding,[3] discarding,[4] or deselection the objective is still the same - the identification and removal of unnecessary items from the book collection.

Librarians are often hesitant to reevaluate and weed their book collections for three primary reasons as enumerated by Stanley Slote:[5]

1. Emphasis on numbers - the classic stance that more has got to be better than less with complete disregard for the timeliness or quality of the information retained.

2. Professional work pressures - weeding of the collection, no matter how worthwhile the idea, can always be relegated to the bottom of the always burgeoning priority heap for consideration another time.

3. Sacredness of the collection - no matter what one may wish to discard from the collection for whatever admirable reason(s) as Evans states it, "at least one person in the world will find it valuable".[6] Certainly Librarian John Neufeld would seem to fit this category. Neufeld seems to feel that there is no such thing as an obsolete book. To Neufeld "weeders" might best be termed S-O-B's.[7]

Weeding also seems to have its own Murphy's law attributable to Evans, "no matter how long a library keeps these strange items, ten minutes after one has been discarded, the one possible user in the world will walk in and ask for them".[8]

Regardless of the roadblocks mentioned by Slote, sooner or later every library is faced with the task of discarding monographic materials, at least to some extent, because of physical space restrictions and limited storage facilities. The University of Nebraska at Omaha is no exception. Shelf space is now at a premium in certain subject areas and the library's two remote storage areas are rapidly filling up.

Rather than wait for circumstances to dictate a hasty weeding process at UNO, a deselection proposal was presented to the Library Cabinet (an advisory body to the Director comprising the four Chairs of Acquisitions, Cataloging, Circulation, and Reference, and the Assistant to the Director) in December 1980. By deselection I mean the process of identifying currently held monographic materials for potential removal from the collection primarily for disposal, and secondarily for storage, considerations via a set of approved criteria. Final disposition of the materials is based upon consultation with library subject specialists and the faculty.

In the proposal to the Cabinet, four primary goals of the deselection project were described:

1. Improvement in knowledge of the collection strengths and weaknesses for selection and resource sharing considerations and decisions.

2. Updating of the collection by identifying and ordering new editions of monographs whenever appropriate in keeping with the current collection development policy.

3. Reduction in the number of multiple copies.

4. Identification and removal of outdated monographs.

To accomplish these goals a combined hands on analysis of the collection and a limited deselection project was suggested. During the project, approximately three hours per week would be spent by the Acquisitions Chairperson visually evaluating and updating all monographic materials for their retention or deselection according to the criteria specified below:

1. Textbooks

   All textbooks with a copyright date of 1959 or earlier are candidates for deselection. Textbooks are defined as those titles identified as such by remarks in the preface, titles published by textbook publishers, and those titles clearly published for student and classroom usage.

2. Old Editions

   All but the most current edition of a title may be removed. If a newer edition supplements rather than supersedes the older edition, both editions remain in the collection.

3. Multiple Copies

   Normally only a maximum of three copies of a title are kept. Two additional copies may be kept when the circulation of the title has been five times or more per volume within the last ten years (1971-1981).

4. Obsolete Books

   Other books not fitting into criteria 1-3 identified as most likely being out-of-date.

Based on the preceding deselection criteria, estimates were projected as to their effect on broad subject areas. Impact estimates range from 5% or less for fine arts, 5-10% on social sciences, languages and literature, 10-15% on science and technology, and 15-20% on general business. Overall, it is estimated that approximately 8% of the collection will be identified for potential deselection.

The deselection project was approved in January 1981 for implementation. Procedural steps were developed for implementation as briefly related below.

1. Prior to reviewing any book on the shelf, a clerical staff member works with the shelf list for the area under evaluation and checks titles having a copyright date between 1970 and 1978 in Books in Print for possible updates. If an update is available, the staff member completes a library order form and attaches it via a paper clip to the back of the appropriate shelf list card.

2. To achieve improved knowledge of the collection, all books in the stacks are briefly individually examined. Visual impressions are made of the book's contents. If patterns emerge within a subject area, notes are recorded as to the demand or lack of same for later approval plan profile adjustment considerations.

3. If the book under review is 1960 to date, no action is taken unless an update of the book is found and is not in the collection. In most cases when an update is ordered, a deselection slip (Illustration A) is prepared and attached to the order. This deselection slip is placed in an 'on order' file stapled to the pink copy of a multiple part order form. When the updated edition is cataloged, the deselection slip is returned to the Acquisitions Chairperson. When the new edition is cataloged, both the old and new editions are compared to see whether it may be appropriate to consider the old edition for deselection. If the former edition is a candidate for deselection, an information/ decision slip (Illustration B) is completed and placed in the book pocket.

4. Should a book under review have a copyright date of 1959 or earlier and have an update available, the process for ordering the update is repeated as above. If no new edition is available, the following factors are pondered prior to reaching a preliminary deselection decision: content, author, other holdings in the collection, and possible historical significance.

5. In instances when a decision is made to keep only the most current edition and one or more copies of the previous edition is not on the shelf, a hold card is filled out at the circulation desk. An information/ decision slip is also completed and is filed by main entry in a card file. When the book is returned to the Acquisitions Department, the information/ decision slip is retrieved and it is placed in the book pocket for processing of the book as follows.

6. If the book is not checked out a search slip is prepared to institute an eight week search process. If the book if found it is matched with the appropriate information/decision slip and processed as follows.

7. If the book is not found the information/decision slip is reclaimed from the card file, thrown away, and the book is noted as missing on the shelf list.

8. All books considered for deselection are counted and recorded on a statistical summary sheet by their LC class such as HA, ML, etc. After the books have been counted, they are placed in shelf list order on shelves in the acquisitions area labeled deselection candidates.

9. Soon afterwards the Cataloging Department begins removal of pertinent catalog cards from the public catalog and from the shelf list placing the appropriate cards in the respective book pockets. Since all books in the deselection area are arranged in shelf list sequence, should any book arrive from a hold or search process after the cataloging department has completed processing the books in that LC class, the late arrival is flagged with a yellow slip to indicate that it needs to be processed.

10. In the case of multiple copies, entries are adjusted in the shelf list to reflect the number of copies retained as a result of the initial deselection decision.

11. When the deselection area becomes full and all books have been processed, notification is sent to all Departmental Faculty Library Liaisons informing them that any interested faculty have sixty days in which to view and comment on books designated for possible deselection.

12. Space on the back of the information/deselection slip has been provided for the faculty member to indicate his/her opinion that a book should be returned to the collection.

13. All books earmarked for return to the collection by the faculty are placed in shelf list order in a separately designated area marked return candidates.

14. All titles placed in the return candidate area are reviewed every Friday morning. Calls are made to appropriate faculty members if questions arise as to the rationale for requesting the return of a book to the collection. If no questions arise, the cards previously removed from the public catalog and from the shelf list are returned to cataloging and the book is returned to circulation for reshelving.

15. At the completion of the above cycle, the final steps are taken:

    a. Books approved for withdrawal are tabulated and recorded.

    b. Books approved for return to the collection are tabulated and recorded.

    c. All books approved for disposal are stamped discard.

    d. All discarded books are placed on a book sale table in front of the Circulation desk.

EXAMPLE # 1:

A. _____ Copies of this title have been retained in the collection

B. _____

_____

The above edition(s) of this title has/have been retained in the collection

C. Other _____

_____

D. If you feel this book should not be deselected, please explain why on the back of this slip and leave it in the book pocket

Name _____ Dept. _____ B

DESELECTION SLIP

Please withdraw _____edition

call no._____

when_____edition,(c)_____is

cataloged. RETURN THIS SLIP TO JOHN REIDELBACH

THANK YOU

A

EXAMPLE # 2:

REFERENCES

1. John Bartlett, Familiar Quotation (Boston, MA: Little, Brown, and Company, 14th revised and enlarged edition, 1968), p. 223.

2. G. Edward Evans, Developing Library Collections (Littleton, Col: Libraries Unlimited, Inc., 1979)., p. 216.

3. Evans, Developing Library Collections, p. 216.

4. Howard F. McGaw, "Policies and Practices in Discarding," Library Trends 4:270-271 (Jan. 1956).

5. Stanley J. Slote, Weeding Library Collections (Littleton, Co.: Libraries Unlimited, Inc., 1975)., p. 5.

6. Evans, Developing Library Collections, p. 217.

7. John Neufeld, "S-O-B, Save Our Books," RQ 6:25-28 (Fall, 1966).

8. Evans, Developing Library Collections, p. 217.

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1. Barbara A. Rice, "Weeding in Academic and Research Libraries: An Annotated Bibliography," Collection Management 2:65-71 (Spring, 1978).

2. David L. Perkins, Guidelines for Collection Development (Chicago, IL.: American Library Association, 1979), pp 20-30, 71-72.

3. Carol A. Seymour, "Weeding the Collection: A Review of Research on Identifying Obsolete Stock," LIBRI 22:137-148 (1972).

APPLICATIONS OF MICRO-COMPUTERS

In ACADEMIC LIBRARIES AND MEDIA CENTERS

A Workshop Presented By

Ronald D. Johnson and DeForest Nesmith

[Only Abstract Available]

These talks will present two uses of microcomputers in the library/media environment. One presentation will center on the use of a micro-computer in Acquistions and Serials Control. The other talk will center on the use of the micro-computer in scheduling and controlling the use of media equipment and programs. Each talk will present some background on the project, the positive and negative features of the use on computers, and plans for the future. Both systems use Apple computers, but the experiences can be applied to any micro-computers.

DETERMINING PREFERENCES FOR LIBRARY SERVICES

Dr. Jack L. Middendorf
Director, Information Services
Wayne State College
Wayne, Nebraska

Does a college faculty agree with their college librarians on which library services are most important? In setting goals for the 1980-81 academic year the Information Services faculty of Wayne State College decided to find out which services the faculty considers most important. Adapting James W. Liesener's form for determining preferences for school library/media center services found in his book A Systematic Process for Planning Media Programs, ALA, 1976 to one which would be appropriate for our college library administration, we surveyed each faculty division in small group sessions during the I Semester 1980-81 academic year.

Each faculty member allocated 1,000 points among the five broad categories of library service in such a way as to reflect their opinion on the relative importance or value of these service categories. See "Determing Preferences for Library Services" attached. Points allocated to the five categories were posted on a summary board and discussed until consensus was reached by the group. The scores shown in the accompanying faculty summary represent consensus allocations for the participating faculty divisions.

No faculty division allocated less points to Category I - Access than did the Wayne State College Information Services faculty. However, 85% allocated more points than the IS faculty did.

60% of the faculty allocated less points to Category II - Reference than the IS faculty did.

55% allocated less points to Category III - Production than the IS faculty did.

All faculty members allocated less points to Category IV - Instruction than the IS faculty did.

43% allocated more points while 42% allocated the same number of points to Category V - Consultation than the IS faculty did.

One may conclude that the faculty believes access to material, equipment, and space, and consultating services more important to their work than does the IS faculty. And that they consider reference, production, and instruction less important than the IS faculty does.

LIBRARY PREFERENCE INVENTORY

WAYNE STATE COLLEGE FACULTY

I Semester 1980-81

	Administration	Library Information Services	Applied Science-Industrial Arts	Applied Science-Home Economics	Business	Education	Health, Physical Ed., Recreation & Athletics	Fine Arts-Art	Fine Arts-Music	Humanities-Languages	Humanities - Communications Arts	Math & Sciences	Social Sciences
I. Access to Materials, Equipment & Space	350*	350	500	350	350	450	390	650	--	600	500	475	550
II. Reference (Information) Services	250	250	200	350	350	200	235	200	--	200	250	225	250
III. Production Services	200	150	150	100	100	130	163	150	--	100	150	150	100
IV. Instruction	100	200	75	100	100	120	104	--	--	50	75	100	50
V. Consulting Services	100	50	75	100	100	100	108	--	--	50	25	50	50
Points allocated among service priorities for the library	1000	1000	1000	1000	1000	1000	1000	1000	--	1000	1000	1000	1000
Faculty participants #	7	6	4	3	7	7	8	4	0	11	7	7	9
Faculty eligible	9	7	5	3	12	13	11	4	6	13	7	14	12

80 out of 116 faculty members participated-70%

* Consensus of group.

DETERMINING PREFERENCES FOR LIBRARY SERVICES

____ I. Access to Materials, Equipment and Space

____A. Provide books, periodicals, newspapers, pamphlets, audio and video recordings, and projected media.

____B. Provide equipment for audio, visual, and television media and needed accessories

____C. Provide space for individual and group use and for special collections

____D. Use library (materials, equipment, and space) during college hours, week nights, weekends and vacations. Circulate materials and equipment on and off campus.

____E. Borrow or rent materials and equipment not in library. Purchase materials for specialized needs.

____F. Provide materials on special subjects.

____G. Provide copying and duplicating services for print, audiotapes, videotapes, and slides.

____ II. Reference (Information) Services

____A. Provide collection of reference materials for self-help

____B. Assist in identifying and locating materials (information) in Library.

____C. Assist in identifying and locating information not in the Library

____D. Notify users of new materials, equipment and services on a regular basis and provide programs and presentations which publicize special events, materials, services, etc.

____E. Assist in compiling bibliographies, lists of references on a given subject, evaluative information, and access to and assistance in using computer searching services

____F. Provide answers to simple fact questions and answers to complex and time consuming requests

____III. Production Services

____A. Provide materials, equipment, and facilities to produce instructional materials (including graphics and photography)

____B. Provide technical assistance in producing and/or adapting instructional materials

____C. Produce materials

____ IV. Instruction

____A. Directional and Orientation Services

____B. Provide In-Service Training Programs

____C. Provide Instructional Programs for Students

____ V. Consulting Services

____A. Provide consultation to faculty members regarding selection and use of instructional and professional materials and equipment and the design of instructional strategies and content

____B. Provide consultation to instructional teams and divisional groups

____C. Contribute overall curriculum planning in the college through participation on curriculum planning committees

____D. Library serves as a clearinghouse for instructional media